

Implementing the Idaho Paraprofessional Standards



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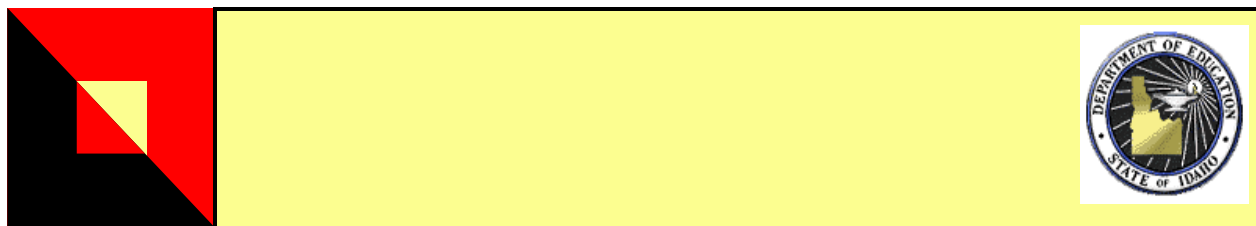


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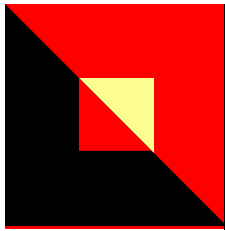
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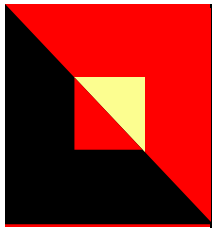
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* The PARAPROFESSIONAL Job Description and Evaluation have been aligned with the Idaho Paraprofessional Standards.



Overview



Introduction

Across the nation paraprofessionals are having a greater influence on the education of students with special needs. This has occurred both because of the recognized contribution that paraprofessionals can make to the educational team as well as the issue of meeting Federal requirements while containing costs. Over the past five years the number of paraprofessionals employed in Idaho has nearly doubled.

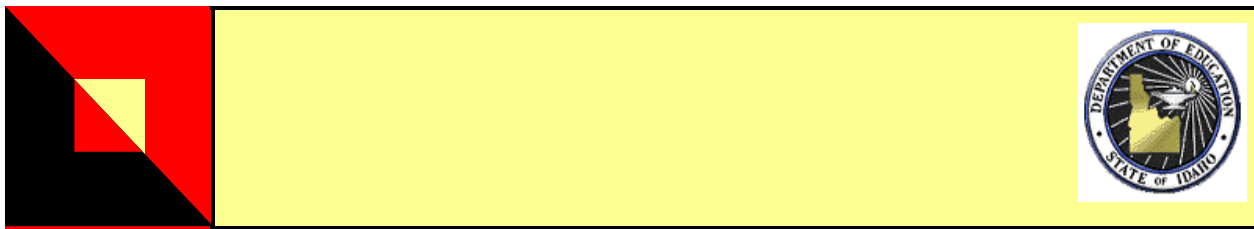
It is because of this greater role by paraprofessionals, coupled with the greater demand for student achievement, that the Federal government has been raising the bar regarding paraprofessional qualifications. In the 1997 Amendments to IDEA there was a requirement that paraprofessionals who work with students with disabilities meet the standards set by the state. Then in January 2002, the No Child Left Behind Act set specific qualifications for the employment of new paraprofessionals who work in Title I programs.

Idaho has responded to the Federal requirements by establishing standards for paraprofessionals (see page 10) and now by defining for Idaho how paraprofessionals in Title I programs qualify for employment (see page 8).

This guide addresses the task of providing paraprofessionals the training, supervision, monitoring and evaluation required. Materials found within this Implementing the Idaho Paraprofessional Standards document provide supervising teachers and administrators the tools necessary for documentation of paraprofessional progress toward meeting the required competencies.

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Federal law and state rules require that paraprofessionals who serve students with disabilities meet the standards established by the State. Therefore, the Bureau of Special Education will verify this documentation during on-site monitoring visits. Program reviews and the monitoring of federal programs receiving support from *Student Achievement and School Accountability* contain a section on the quality and preparation of staff that work with identified students. These standards will be used as one of the measures of staff quality during the annual review and monitoring visits to these programs (Title IA, Title IB, Title IC, Title ID, Homeless, LEP and CSRD).

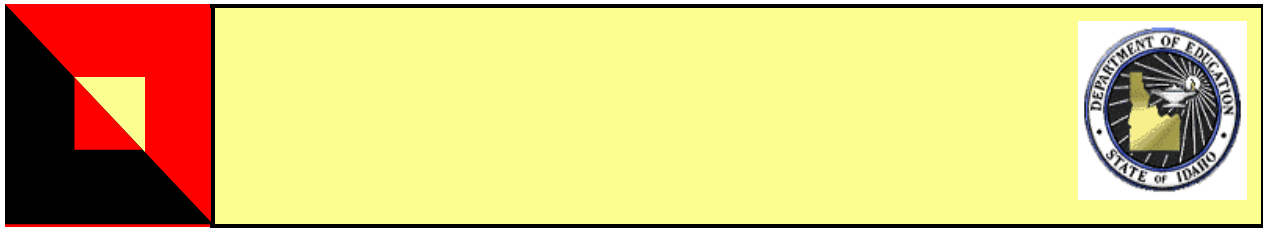


Directions

NOTE: The information provided to you throughout these directions is indicated only as a sample of how a school district may pursue the implementation of the Paraprofessional Standards. Training can be provided in the format and priority determined by the district, as well as the documentation of the process being individualized per district need and desire.

1. Each paraprofessional should obtain a portfolio in which to keep all information related to the paraprofessional standards and progress toward meeting those standard requirements. You may want to provide a notebook binder with tabbed dividers for this purpose.
2. Each supervising teacher should also obtain a binder in which to keep copies of the training information provided to the paraprofessional. It is also advised to keep copies of any forms the supervising teacher has signed that document the paraprofessional's competency and skills in any given standard area.
3. Entry levels of knowledge and performance may be reached through paraprofessional orientation either at the beginning of the school year or upon being hired for the paraprofessional position. A follow-up orientation for paraprofessionals hired after the first of the school year is helpful.
4. A parallel teacher orientation with the emphasis being on the supervision of paraprofessionals should also be provided so the supervising teacher is fully aware of the standards implementation process and documentation plan the district intends to use.
5. Ongoing training should be provided to the paraprofessionals in the *knowledge* components of the principles. (See Rubric Definitions, page 7.) Since it is unlikely that one school year would be a sufficient amount of time for the district to provide this training for all ten principles, the district should determine the training cycle intended to be implemented. A cycle of three years is suggested. This will allow for the district to address the content of that which is taught in a more effective manner. Training for the paraprofessionals can be provided on teacher in-service days while teachers are participating in their scheduled training opportunities.
6. Documentation of the level of proficiency or mastery in the knowledge area can be provided on the *Competency Documentation*. Provide the date of mastery and the signature and position of the person verifying that the level indicated has been achieved.
7. Through the course of the school year and within the timeframe determined by the district, the supervising teacher must document the *performance* of the paraprofessional in the roles and responsibilities assigned. (See Rubric Definitions.) *Performance Rubrics* are provided for each performance requirement in the Paraprofessional Standards. These can simply be initialed by the person verifying mastery of the performance requirement and then summarized on the *Performance Rubrics Summaries* (for examples see pages 32, 35, 44, 49, 60, 66, 69, 76, 82, and 92).

The district can provide make-up training during summer months for those who did not attend the original training in the current training cycle.

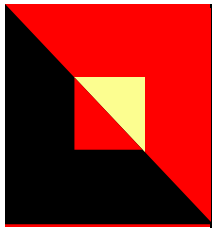


Rubric Definitions

Performance Rubrics Summary

The rubrics to document the demonstration of a paraprofessional's performance level is provided by defining what each level means. Descriptors are used here to depict what the truest statement of the paraprofessional's performance includes.

- Advanced Level
The paraprofessional *consistently* or reliably demonstrates the required skill.
- Intermediate Level
The paraprofessional *frequently* or usually demonstrates the required skill.
- Entry Level
The paraprofessional *satisfactorily* or adequately demonstrates the required skill.
Note: Pay close attention to quality vs. rate.
- Needs Improvement
The paraprofessional irregularly or rarely demonstrates the required skill.



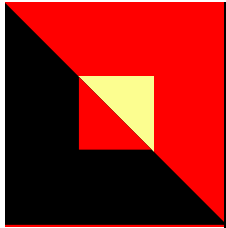
Qualifications of Paraprofessionals for Title 1 Programs

With the reauthorization of the Elementary and Secondary Education Act, also known as “No Child Left Behind”, paraprofessionals hired after January 8, 2002 and working in programs supported by Title 1 funding must have a high school diploma and meet one of the following requirements.

Guidelines to be hired as a Paraprofessional	
Federal Guidelines	How Idaho is Addressing Federal Guidelines
1. Complete an associate degree or higher.	1. Documentation of program completion.
Or	
2. Complete two years of college.	2. Accumulate thirty-two (32) credits as documented by a transcript from an institution of higher education.
Or	
3. Demonstrate knowledge of reading, writing, math and the ability to assist in instructing these subjects.	3. Pass a State Paraprofessional Test.
Continued employment as a paraprofessional is contingent upon progress towards the mastery of <i>Idaho's Standards for Paraprofessionals</i> with documentation on the <i>Performance Rubric Summaries</i> .	

Paraprofessionals hired before January 8th, 2002 must meet the above requirements (see table) within four (4) years or by January 8th, 2006.

It is anticipated that the above requirements will apply to paraprofessionals working in special education programs when IDEA is reauthorized in the future.



Paraprofessional Standards

Standards for Paraprofessionals Supporting Special Needs Students

(E) = Entry Level

(I) = Intermediate

(A) = Advanced

Principle #1: *The Paraprofessional has a basic knowledge of the discipline(s) taught and supports the teacher/provider in creating learning experiences that make the subject matter meaningful for students.*

Knowledge

1. The Paraprofessional has the basic academic skills needed to perform his/her assignments. (E)
2. The Paraprofessional possesses basic educational terminology regarding students, programs, roles and instructional activities. (I)

Disposition

1. The Paraprofessional realizes how the application of learning is useful in life.

Performances

1. The Paraprofessional demonstrates the academic skills needed to perform his/her assignment(s). (E)
2. The Paraprofessional is able to utilize basic educational terminology to understand assigned tasks. (I)
3. The Paraprofessional presents subject area content accurately to students. (I)

Principle #2: *The Paraprofessional has a basic knowledge of how students learn and develop and assists in providing opportunities that support their intellectual, social, and personal development.*

Knowledge

1. The Paraprofessional understands which materials and activities are chronologically age appropriate. (I)

Disposition

1. The Paraprofessional appreciates individual variations within each domain of development.

Performances

1. The Paraprofessional uses developmentally and age-appropriate strategies, equipment, materials and technologies as directed by teacher/provider. (I)

Principle #3: *The Paraprofessional knows that students differ in their approaches to learning and assists in creating instructional opportunities that are adapted to students with diverse needs.*

Knowledge

1. The Paraprofessional understands the impact that disability or a combination of disabilities may have on a student's life. (E)
2. The Paraprofessional knows about different methods that are used by teachers/providers to accommodate individual student learning needs. (I)
3. The Paraprofessional has a basic knowledge of the strategies used to support the learning of students whose first language is not English. (I)

4. The Paraprofessional has an awareness of commonly used methods of assistive technology used to accommodate student learner needs. (I)
5. The Paraprofessional understands, in general terms, Idaho's program requirements, including definitions, qualifications, and services. (I)
6. The Paraprofessional knows about areas of exceptionality, such as learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delays, and giftedness. (I)
7. The Paraprofessional understands variations of beliefs, traditions and values regarding disability across cultures and the effect of these on relationships among the student, family and school. (A)

Disposition

1. The Paraprofessional has an appreciation of programs for students with diverse needs.
2. The Paraprofessional believes that all students can learn.
3. The Paraprofessional believes his/her role includes advocating for, encouraging, motivating, and facilitating individual learning.
4. The Paraprofessional respects students as individuals with differing backgrounds, skills, talents, and interest.
5. The Paraprofessional is sensitive to community and cultural norms.

Performances

1. The Paraprofessional utilizes his/her understanding of program requirements to receive and carry out assignments. (E)
2. The Paraprofessional persists in helping all students achieve success. (E)
3. The Paraprofessional assists in adapting instructional strategies and materials according to student needs and ability levels. (I)
4. The Paraprofessional assists teacher/provider to maintain assistive/ adaptive/medical services. (I)
5. The Paraprofessional demonstrates the ability to carry out a variety of teacher/provider directed accommodations to address the individual student's needs. (I)
6. The Paraprofessional demonstrates proper lifting, carrying, and transferring techniques. (I)
7. The Paraprofessional uses a number of teacher/provider directed strategies to support the learning of students whose first language is not English. (I)

Principle #4: *The Paraprofessional understands and uses a variety of instructional strategies to assist the teacher/provider.*

Knowledge

1. The Paraprofessional knows where to access a variety of learning resources. (E)
2. The Paraprofessional understands that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning. (I)
3. The Paraprofessional has a basic understanding of a variety of instructional techniques used by the teacher/provider. (I)
4. The Paraprofessional understands basic instructional, remedial and accelerated methods, techniques, and materials for teaching a variety of students. (A)

Dispositions

1. The Paraprofessional believes that a variety of instructional strategies may be necessary to meet individual needs.
2. The Paraprofessional values flexibility and resourcefulness in supporting the teacher/provider in adapting and/or modifying instruction to address student needs.

Performances

1. The Paraprofessional uses a variety of instructional techniques as modeled by the teacher/provider. (I)
2. The Paraprofessional locates and maintains a variety of instructional resources as directed by the teacher/provider. (I)

Principle #5: *The Paraprofessional understands the impact of the educational environment on student learning, self-motivation and positive social interaction and assists in creating a positive learning environment.*

Knowledge

1. The Paraprofessional understands district guidelines for protecting the safety, health and well being of students and staff (i.e. universal precautions for preventing illnesses and infections, the proper body mechanics for lifting students and/or heavy objects, CPR and first aid). (E)
2. The Paraprofessional understands how social groups function and influence people and how people influence groups. (I)
3. The Paraprofessional recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated. (I)
4. The Paraprofessional understands the goal of promoting student self-determination and self-advocacy skills and his/her role in supporting that goal. (I)
5. The Paraprofessional has a general understanding of positive behavioral supports. (I)
6. The Paraprofessional understands the demands of various classroom and non-classroom environments on individuals with diverse learning needs. (A)

Dispositions

1. The Paraprofessional values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.
2. The Paraprofessional recognizes the value of intrinsic motivation to students' lifelong growth and learning.
3. The Paraprofessional values and understands student independence and the "dignity of risk".
4. The Paraprofessional respects a wide diversity of beliefs, traditions and values found across cultures and environments.
5. The Paraprofessional is committed to helping students develop self-confidence and competence.

Performances

1. The Paraprofessional carries out school behavior management policies and practices. (E)

2. The Paraprofessional uses positive behavioral supports, crisis intervention and restraint techniques consistent with the district/agency policy. (E)
3. The Paraprofessional assists in establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole. (E)
4. The Paraprofessional plans for smooth transitions between activities and environments. (E)
5. The Paraprofessional maintains a safe and effective learning environment for academic and non-academic settings (i.e. lunchrooms, study halls, playgrounds and buses). (E)
6. The Paraprofessional supports a learning community in which individual differences are respected and valued. (E)
7. The Paraprofessional assists in creating a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities. (I)
8. The Paraprofessional assists in modifying the learning environment to manage behavior. (I)
9. The Paraprofessional implements behavioral prevention, intervention and reinforcement plans that have been developed by the teacher/provider. (I)

Principle #6: *The Paraprofessional uses a variety of communication techniques including verbal, nonverbal, and media in and beyond the classroom.*

Knowledge

1. The Paraprofessional is aware of effective communication styles. (I)
2. The Paraprofessional understands how diversity affects communication in the classroom. (I)
3. The Paraprofessional has an understanding of nonverbal as well as verbal communication. (I)
4. The Paraprofessional has knowledge of the basic functions of multimedia technology (computer, video, recorder, projector, etc.). (I)
5. The Paraprofessional has knowledge of basic computer software and functions, e-mail and the internet. (I)
6. The Paraprofessional knows strategies and techniques that facilitate communications for students with diverse needs. (A)

Disposition

1. The Paraprofessional values the ways in which people seek to communicate and encourage various modes of communication in the classroom.

Performances

1. The Paraprofessional effectively communicates with team members. (E)
2. The Paraprofessional is a thoughtful and responsive listener. (E)
3. The Paraprofessional demonstrates sensitivity to cultural and other differences in communication methods (i.e. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation). (I)
4. The Paraprofessional uses a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities. (I)

Principle #7: *The paraprofessional implements teacher/provider designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.*

Knowledge

1. The Paraprofessional understands that instruction is more effective when designed around student strengths, interests and abilities. (I)
2. The Paraprofessional knows that a variety of elements (instructional materials, individual student interests, needs, aptitudes and community resources) are considered when planning instruction for students. (I)
3. The Paraprofessional understands that curriculum and instructional plan design are based upon learning theory and child and adolescent development. (A)

Disposition

1. The Paraprofessional believes that plans must always be open to adjustment and revision based on student needs, student input, and changing circumstances as directed by the teacher/provider.
2. The Paraprofessional values planning as a collegial and collaborative activity.
3. The Paraprofessional values both long-term and short-term planning.

Performances

1. The Paraprofessional follows teacher/provider written and verbal plans, seeking clarification as needed. (E)

Principle #8: *The Paraprofessional supports the teacher/provider in evaluating the intellectual, social and physical development of the student.*

Knowledge

1. The Paraprofessional understands the purposes of formative and summative assessment and evaluation. (I)
2. The Paraprofessional realizes the need to use multiple strategies to assess individual student progress. (I)
3. The Paraprofessional understands the distinctions in the roles of teachers/providers, other licensed district/agency professionals and paraprofessionals in assessing student strengths and needs. (I)

Dispositions

1. The Paraprofessional values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.

Performances

1. The Paraprofessional assists teachers/providers with maintaining student records required by the state or the district. (E)
2. The Paraprofessional gathers information by using informal/functional assessment methods under teacher/provider direction. (I)
3. The Paraprofessional objectively shares relevant information about student performance to assist the teacher/provider in the planning process. (I)

4. The Paraprofessional assists in providing assessment accommodations/ modifications as designed by the teacher/provider. (I)
5. The Paraprofessional may administer formal assessments when given appropriate training and supervision. (A)

Principle #9: *The Paraprofessional engages in continued professional improvement toward an identified goal.*

Knowledge

1. The Paraprofessional has an awareness of his/her professional strengths and needs. (E)
2. The Paraprofessional is aware of the personal biases and differences that affect job performance. (I)
3. The Paraprofessional is knowledgeable about resources that provide opportunities for professional growth. (I)

Disposition

1. The Paraprofessional embraces lifelong learning.
2. The Paraprofessional is committed to on-going reflection, assessment and learning as a process.
3. The Paraprofessional is committed to seeking, developing and continually refining practices.
4. The Paraprofessional values constructive feedback as a learning tool.
5. The Paraprofessional values competency and integrity.

Performances

1. The Paraprofessional uses self-reflection as a means of improving job performance. (E)
2. The Paraprofessional asks for and accepts feedback from the teacher/provider. (E)
3. The Paraprofessional documents progress towards his/her professional development. (I)
4. The Paraprofessional participates in meaningful professional development opportunities in order to demonstrate current, effective practices. (I)

Principle #10: *The paraprofessional interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.*

Knowledge

1. The Paraprofessional understands the distinction between and the roles of all team members in support of student learning. (E)
2. The Paraprofessional understands the relationships between schools, families and the larger community and how such partnerships foster student learning. (E)
3. The Paraprofessional understands the common concerns that the parents of students with diverse needs may have. (E)
4. The Paraprofessional knows how to respond respectfully to a parent, the community or another educator in conflict situations. (E)
5. The Paraprofessional knows the rights and responsibilities of parents, students, teachers, professionals and schools as they relate to students with learning needs. (E)
6. The Paraprofessional knows signs of emotional distress, child abuse, substance abuse and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities. (E)

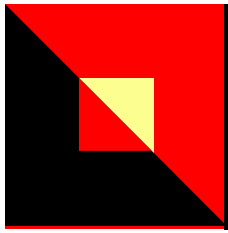
7. The Paraprofessional understands the expectations for professional conduct, policies, procedures and laws with regard to student and parent rights. (E)

Dispositions

1. The Paraprofessional respects the need for beneficial relationships between families, school and community personnel.
2. The Paraprofessional is concerned about all aspects of student's well being and is alert to signs of difficulties.
3. The Paraprofessional respects the dignity, rights and privacy of students and families.
4. The Paraprofessional is respectful of distinctions among the roles and responsibilities of paraprofessionals, professionals and other team members.

Performances

1. The Paraprofessional respects the privacy of students, student rights and confidentiality of information. (E)
2. The Paraprofessional effectively collaborates with team members. (E)
3. The Paraprofessional follows teacher/provider instructions and honors team decisions in daily practice. (E)
4. The Paraprofessional provides positive representation of the student, school and district. (E)
5. The Paraprofessional develops a rapport with students (i.e. talks with and listens to students, is sensitive and responsive to clues of distress and seeks outside help as needed. (E)
6. The Paraprofessional demonstrates professional conduct in accordance with district policies and state law. (E)
7. The Paraprofessional exercises objective and prudent judgment. (E)
8. The Paraprofessional follows policy regarding reporting suspected child abuse, neglect or threat of harm to self or others. (E)



Competency Documentation For Personnel File

Idaho Paraprofessional Standards COMPETENCY DOCUMENTATION

Employee Name: _____ Work Location: _____

Job Title: _____

Verification: C =Class I =Interview D =Demonstration P =Portfolio			
Date Standard Achieved:			
Achievement Level: E =Entry I =Intermediate A =Advanced			
** Refer to Self-Assessment Disposition Checklist			
<i>Principle #1: The paraprofessional has a basic knowledge of the discipline(s) taught and supports the teacher/provider in creating learning experiences that make the subject matter meaningful for students.</i>	E-I-A	Date Achieved	C-I-D-P
Knowledge			
1. Possesses basic academic skills needed to perform his/her assignment.	E		
2. Possesses basic educational terminology regarding students, programs, roles and instructional activities.	I		
Disposition			
1. Realizes how the application of learning is useful in life.	**		
Performance			
1. Demonstrates the academic skills needed to perform his/her assignment.	E		
2. Demonstrates ability to utilize basic educational terminology to understand assigned tasks.	I		
3. Presents subject area content accurately to students.	I		

<i>Principle #2: The paraprofessional has a basic knowledge of how students learn and develop and assists in providing opportunities that support their intellectual, social, and personal development.</i>	E-I-A	Date Achieved	C-I-D-P
Knowledge			
1. Understands which materials and activities are chronologically age-appropriate.	I		

Disposition			
1. Appreciates individual variations within each domain of development.	**		
<i>Performance</i>			
1. Uses developmentally and age-appropriate strategies, equipment, materials, and technologies as directed by teacher/provider.	I		

<i>Principle #3: The paraprofessional knows that students differ in their approaches to learning and assists in creating instructional opportunities that are adapted to students with diverse needs.</i>	E-I-A	Date Achieved	C-I-D-P
<i>Knowledge</i>			
1. Understands the impact that disability or a combination of disabilities may have on a student's life.	E		
2. Possesses basic educational terminology regarding students, programs, roles and instructional activities.	I		
3. Has a basic knowledge of the strategies used to support the learning of students whose first language is not English.	I		
4. Has an awareness of commonly used methods of assistive technology used to accommodate student learner needs.	I		
5. Understands, in general terms, Idaho's program requirements, including definitions, qualifications, and services.	I		
6. Knows about areas of exceptionality, such as learning disabilities, visual and perceptual difficulties, emotional and behavioral problems, physical and cognitive delay, and giftedness.	I		
7. Understands variations of beliefs, traditions and values regarding disability across cultures and the effect of these on relationships among the student, family, and school.	A		
<i>Disposition</i>			
1. Has an appreciation of programs for students with diverse needs.	**		
2. Believes that all students can learn.	**		
3. Believes his/her role includes advocating for, encouraging, motivating, and facilitating individual learning.	**		
4. Respects students as individuals with differing backgrounds, skills, talents, and interest.	**		
4. Is sensitive to community and cultural norms.	**		

<i>Performance</i>			
1. Utilizes his/her understanding of program requirements to receive and carry out assignments.	E		
2. Persists in helping all students achieve success.	E		
3. Assists in adapting instructional strategies and materials according to student needs and ability levels.	I		
4. Assists teacher / provider to maintain assistive/adaptive/ medical services.	I		
5. Demonstrates the ability to carry out a variety of teacher/ provider-directed accommodations to address the individual student's needs.	I		
5. Demonstrates proper lifting, carrying, and transferring techniques.	I		

<i>Principle #4: The paraprofessional understands and uses a variety of instructional strategies to assist the teacher/provider.</i>	E –I –A	Date Achieved	C-I-D-P
Knowledge			
1. Knows where to access a variety of learning resources.	E		
2. Understands that students from diverse experiential, cultural, economic, and language backgrounds may need different strategies for learning.	I		
3. Possesses a basic understanding of a variety of instructional techniques used by the teacher/provider.	I		
4. Understands basic instructional, remedial and accelerated methods, techniques, and materials for teaching a variety of students.	A		
Disposition			
1. Believes that a variety of instructional strategies may be necessary to meet individual needs.	**		
2. Values flexibility and resourcefulness in supporting the teacher/provider in adapting and/or modifying instruction to address student needs.	**		
Performance			
1. Uses a variety of instructional techniques as modeled by the teacher/provider.	I		
2. Locates and maintains a variety of instructional resources as directed by the teacher/provider.	I		

<i>Principle #5: The paraprofessional understands the impact of the educational environment on student learning, self-motivation and positive social interaction and assists in creating a positive learning environment.</i>	<u>E –I –A</u>	<u>Date</u> Achieved	<u>C-I-D-P</u>
Knowledge			
1. Understands how social groups function and influence people and how people influence groups.	I		
2. Understands district guidelines for protecting the safety, health and well being of students and staff (i.e. universal precautions for preventing illnesses and infections, the proper body mechanics for lifting students and/or heavy objects, CPR and first aid).	E		
3. Recognizes factors and situations that are likely to promote or diminish intrinsic motivation and knows how to help students become self-motivated.	I		
4. Understands the goal of promoting student self-determination and self-advocacy skills and his/her role in supporting that goal.	I		
5 Has a general understanding of positive behavioral supports.	I		

6. Understands the demands of various classroom and non-classroom environments on individuals with diverse learning needs.	A		
Disposition			
1. Values the role of students in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.	**		
2. Recognizes the value of intrinsic motivation to students' lifelong growth and learning.	**		
3. Values and understands student independence and the "dignity of risk."	**		
4. Respects a wide diversity of beliefs, traditions and values found across cultures and environments.	**		
5. Is committed to helping students develop self-confidence and competence.	**		
Performance			
1. Carries out school behavior management policies and practices.	E		
2. Uses positive behavioral supports, crisis intervention and restraint techniques consistent with the district/agency policy.	E		
3. Assists in establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole.	E		
4. Plans for smooth transitions between activities and environments.	E		
5. Maintains a safe and effective learning environment for academic and non-academic settings (i.e. lunchrooms, study halls, playgrounds and buses.	E		
6. Supports a learning community in which individual differences are respected and valued.	E		
7. Assists in creating a learning community, in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.	I		
8. Assists in modifying the learning environment to manage behavior.	I		
9. Implements behavioral prevention, intervention and reinforcement plans that have been developed by the teacher/provider.	I		

<u>Principle #6:</u> The paraprofessional uses a variety of communication techniques including verbal, nonverbal, and media in and beyond the classroom.	E –I –A	Date Achieved	C-I-D-P
Knowledge			
1. Is aware of effective communication styles.	I		
2. Understands how diversity affects communication in the classroom.	I		

3. Has an understanding of nonverbal as well as verbal communication.	I		
4. Has knowledge of the basic functions of multimedia technology (computer, video, recorder, projector, etc.).	I		
5. Has knowledge of basic computer software and functions, email and the Internet.	I		
6. Knows strategies and techniques that facilitate communications for students with diverse needs.	A		
Disposition			
1. The Paraprofessional values the ways in which people seek to communicate and encourage various modes of communication in the classroom.	**		
Performance			
1. Effectively communicates with team members.	E		
2. Is a thoughtful and responsive listener.	E		
3. Demonstrates sensitivity to cultural and other differences in communication methods (i.e. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation).	I		
4. Uses a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities.	I		

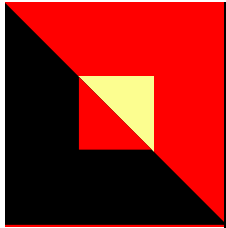
<i>Principle # 7: The paraprofessional implements teacher/provider designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.</i>	E –I –A	Date Achieved	C-I-D-P
Knowledge			
1. Understands that instruction is more effective when designed around student strengths, interests and abilities.	I		
2. Knows that a variety of elements (instructional materials, individual student interests, needs, aptitudes and community resources) are considered when planning instruction for students.	I		
3. Understands that curriculum and instructional plan design are based upon learning theory and child and adolescent development.	A		
Disposition			
1. Believes that plans must always be open to adjustment and revision based on student needs, student input, and changing circumstances as directed by the teacher/provider.	**		
2. Values planning as a collegial and collaborative activity.	**		
3. Values both long-term and short-term planning.	**		

Performance			
1. Follows teacher/provider written and verbal plans, seeking clarification as needed.	E		
<i>Principle #8: The paraprofessional supports the teacher/provider in evaluating the intellectual, social and physical development of the student.</i>	E –I –A	Date Achieved	C-I-D-P
Knowledge			
1. Understands the purposes of formative and summative assessment and evaluation.	I		
2. Realizes the need to use multiple strategies to assess individual student progress.	I		
3. Understands the distinctions in the roles of teachers/providers, other licensed district/agency professionals and paraprofessionals in assessing student strengths and needs.	I		
Disposition			
1. Values ongoing assessment as essential to the instructional process and recognizes that many different assessment strategies, accurately and systematically used, are necessary for monitoring and promoting student learning.	**		
Performance			
1. Assists teachers/providers with maintaining student records required by the state or the district.	E		
2. Gathers information by using informal/functional assessment methods under teacher/provider direction.	I		
3. Objectively shares relevant information about student performance to assist the teacher/provider in the planning process.	I		
4. Assists in providing assessment accommodations/ modifications as designed by the teacher/provider.	I		
5. May administer formal assessments when given proper training.	A		

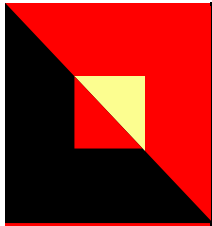
<i>Principle # 9: The paraprofessional engages in continued professional improvement toward an identified goal.</i>	E –I –A	Date Achieved	C-I-D-P
Knowledge			
1. Has an awareness of his/her professional strengths and needs.	E		
2. Is aware of the personal biases and differences that affect job performance.	I		
3. Is knowledgeable about resources that provide opportunities for professional growth.	I		
Disposition			
1. Embraces lifelong learning.	**		
2. Is committed to on-going reflection, assessment and learning as a process.	**		
3. Is committed to seeking, developing and continually refining practices.	**		
4. Values constructive feedback as a learning tool.	**		
5. Values competency and integrity.	**		
Performance			
1. Uses self-reflection as a means of improving job performance.	E		
2. Asks for and accepts feedback from the teacher/provider.	E		
3. Documents progress towards his/her professional development.	I		
4. Participates in meaningful professional development opportunities in order to demonstrate current, effective practices.	I		

<i>Principle # 10: The paraprofessional interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well-being.</i>	E –I –A	Date Achieved	C-I-D-P
Knowledge			
1. Understands the distinction between and the roles of all team members in support of student learning.	E		
2. Understands the relationships between schools, families and the larger community and how such partnerships foster student learning.	E		
3. Understands the common concerns that the parents of students with diverse needs may have.	E		

4. Knows how to respond respectfully to a parent, the community or another educator in conflict situations.	E		
5. Knows the rights and responsibilities of parents, students, teachers, professionals and schools as they relate to students with learning needs.	E		
6. Knows signs of emotional distress, child abuse, substance abuse and neglect in students and how to follow the procedures to report known or suspected abuse or neglect to the appropriate authorities.	E		
7. Understands the expectations for professional conduct, policies, procedures and laws with regard to student and parent rights.	E		
Disposition			
1. Respects the need for beneficial relationships between families, school and community personnel.	**		
2. Is concerned about all aspects of students' well being and is alert to signs of difficulties.	**		
3. Respects the dignity, rights and privacy of students and families.	**		
4. Is respectful of distinctions among the roles and responsibilities of paraprofessionals, professionals and other team members.	**		
Performance			
1. Respects the privacy of students, student rights and confidentiality of information.	E		
2. Effectively collaborates with team members.	E		
3. Follows teacher/provider instructions and honors team decisions in daily practice.	E		
4. Provides positive representation of the student, school and district.	E		
5. Develops a rapport with students (i.e. talks with and listens to students, is sensitive and responsive to clues of distress and seeks outside help as needed).	E		
6. Demonstrates professional conduct in accordance with district policies and state law.	E		
7. Exercises objective and prudent judgment.	E		
8. Follows policy regarding reporting suspected child abuse, neglect or threat of harm to self or others.	E		



Performance Rubrics

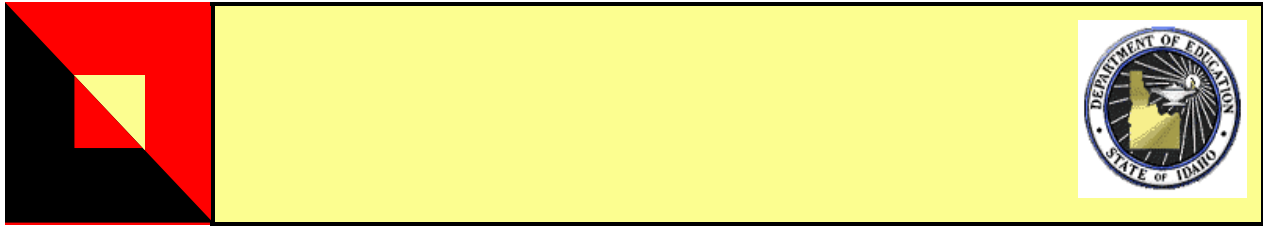


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 1—The paraprofessional has a basic knowledge of the discipline(s) taught and supports the teacher in creating learning experiences that make the subject matter meaningful for students.



Performance 1—Demonstrates the academic skills needed to perform his/her assignment. (*Entry*)



Advanced

Consistently demonstrates academic skills necessary to perform assignment



Intermediate

Frequently demonstrates academic skills necessary to perform assignment



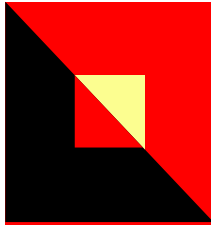
Entry

Satisfactorily demonstrates academic skills necessary to perform assignment



Needs Improvement

Needs improvement in demonstrating academic skills necessary to perform assignment



Performance 2—Demonstrates ability to utilize basic educational terminology to understand assigned tasks. (*Intermediate*)



Advanced

Consistently utilizes basic educational terminology to understand assigned tasks.



Intermediate

Frequently utilizes basic educational terminology to understand assigned tasks.



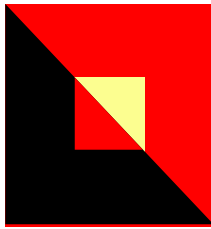
Entry

Satisfactorily utilizes basic educational terminology to understand assigned tasks.



Needs Improvement

Needs improvement in utilizing basic educational terminology to understand assigned tasks.



Performance 3—Presents subject area content accurately to students.
(Intermediate)



Advanced

Consistently presents subject area content accurately to students.



Intermediate

Frequently presents subject area content accurately to students.



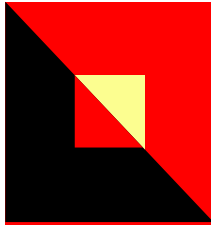
Entry

Satisfactorily presents subject area content accurately to students.



Needs Improvement

Needs improvement in presenting subject area content accurately to students .



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

Principle I—Performance Documentation

Performance 1: _____ (**Date of Mastery**)

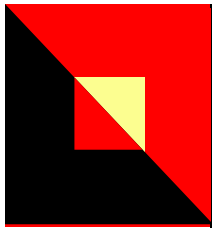
Performance 2: _____ (**Date of Mastery**)

Performance 3: _____ (**Date of Mastery**)

Signature: _____ *

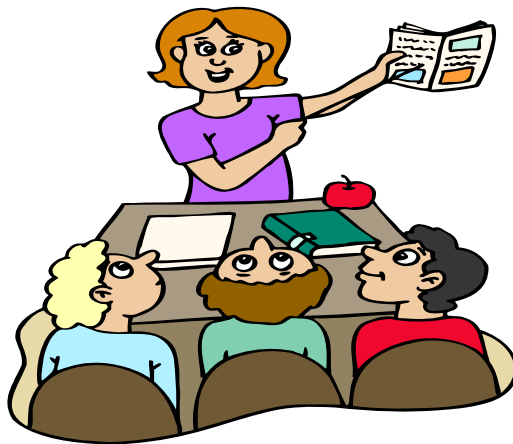
Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.

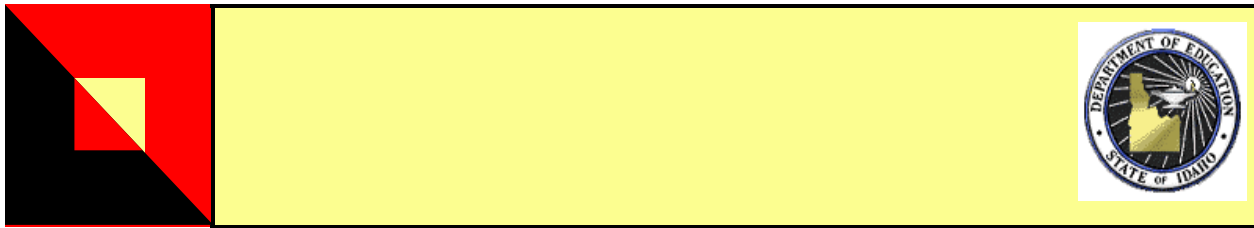


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 2—The paraprofessional has a basic knowledge of how students learn and develop, and assists in providing opportunities that support their intellectual, social, and personal development.



Performance 1—Uses developmentally and age-appropriate strategies, equipment, materials, and technologies as directed by the teacher.
(Intermediate)



Advanced

Consistently uses directed and appropriate strategies, equipment, materials, and technologies.



Intermediate

Frequently uses directed and appropriate strategies, equipment, materials, and technologies.



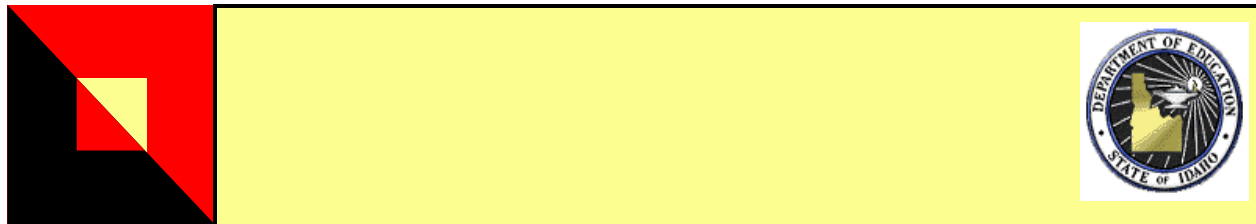
Entry

Satisfactorily uses directed and appropriate strategies, equipment, materials, and technologies.



Needs Improvement

Needs improvement in using directed and appropriate strategies, equipment, materials, and technologies.



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

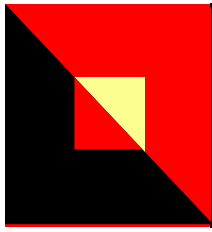
Principle 2—Performance Documentation

Performance 1: _____ (Date of Mastery)

Signature: _____ *

Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.

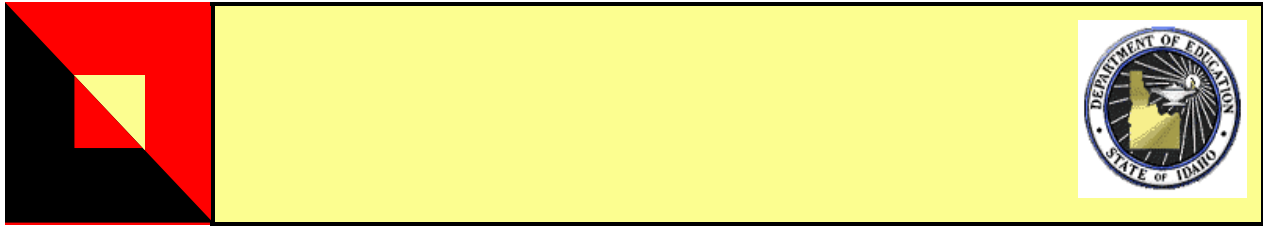


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 3—The paraprofessional knows that students differ in their approaches to learning, and assists in creating instructional opportunities that are adapted to students with diverse needs.



Performance 1—Utilizes his/her understanding of program requirements to receive and carry out assignments. (*Entry*)



Advanced

Consistently receives and carries out assignments with understanding of program requirements.



Intermediate

Frequently receives and carries out assignments with understanding of program requirements.



Entry

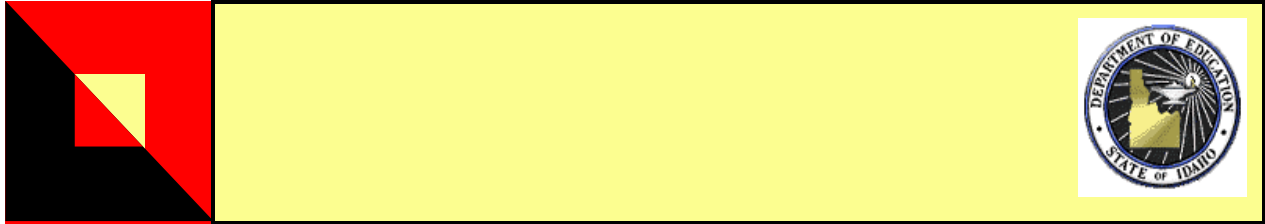
Satisfactorily receives and carries out assignments with understanding of program requirements.



Needs Improvement

Needs improvement in receiving and carrying out assignments with understanding of program requirements.

3P1



Performance 2—Persists in helping all students achieve success. (*Entry*)



Advanced

Consistently demonstrates persistence in helping all students achieve success.



Intermediate

Frequently demonstrates efforts to help all students achieve success.



Entry

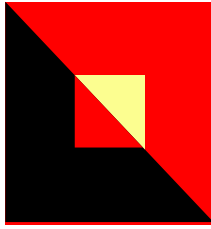
Satisfactorily demonstrates efforts to help all students achieve success.



Needs Improvement

Needs improvement in demonstrating efforts to help all students achieve success.

3P2



Performance 3— Assists in adapting instructional strategies and materials according to student needs and ability levels. (*Intermediate*)



Advanced

Consistently assists teacher in adapting instructional strategies and materials according to students' needs and ability levels.



Intermediate

Frequently assists teacher in adapting instructional strategies and materials according to students' needs and ability levels.



Entry

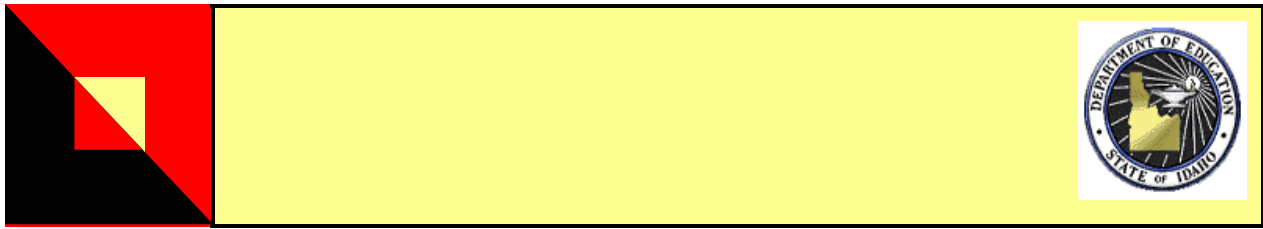
Satisfactorily assists teacher in adapting instructional strategies and materials according to students' needs and ability levels.



Needs Improvement

Needs improvement in assisting teacher in adapting instructional strategies and materials according to students' needs and ability levels.

3P3



Performance 4— Assists teacher to maintain assistive / adaptive / medical services. (*Intermediate*)



Advanced

Consistently assists teacher in maintaining assistive / adaptive / medical services.



Intermediate

Frequently assists teacher in maintaini assistive / adaptive / medical services.



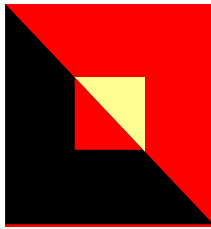
Entry

Satisfactorily assists teacher in maintaining assistive / adaptive / medical services.



Needs Improvement

Needs improvement in assisting teacher in maintaining assistive / adaptive / medical services.



Performance 5— Demonstrates the ability to carry out a variety of teacher-directed accommodations to address the individual student’s needs. (*Intermediate*)



Advanced

Consistently demonstrates ability to carry out directed accommodations to address individual student’s needs.



Intermediate

Frequently demonstrates ability to carry out directed accommodations to address individual student’s needs.



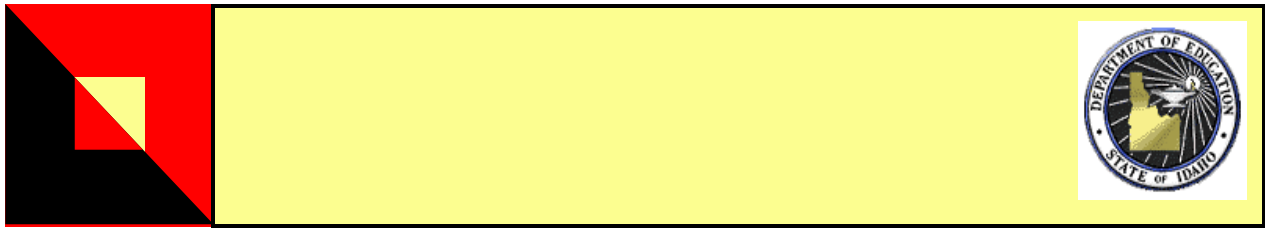
Entry

Satisfactorily demonstrates ability to carry out directed accommodations to address individual student’s needs.



Needs Improvement

Needs improvement in demonstrating ability to carry out directed accommodations to address individual student’s needs.



Performance 6— Demonstrates proper lifting, carrying, and transferring techniques. (*Intermediate*)



Advanced

Consistently demonstrates proper lifting, carrying, and transferring techniques.

** Trained and certified in The Mandt System.



Intermediate

Frequently demonstrates proper lifting, carrying, and transferring techniques.



Entry

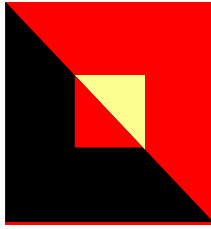
Satisfactorily demonstrates proper lifting, carrying, and transferring techniques.



Needs Improvement

Needs improvement in demonstrating proper lifting, carrying, and transferring techniques.

3P6



Performance 7— Uses a number of teacher-directed strategies to support the learning of students whose first language is not English. (*Intermediate*)



Advanced

Consistently uses directed strategies to support students who are learning the English language.



Intermediate

Frequently uses directed strategies to support students who are learning the English language.



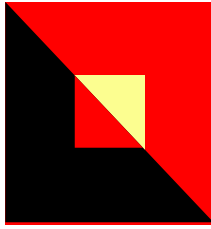
Entry

Satisfactorily uses directed strategies to support students who are learning the English language.



Needs Improvement

Needs improvement in using strategies to support students who are learning the English language.



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

Principle 3—Performance Documentation

Performance 1: _____ (Date of Mastery)

Performance 2: _____ (Date of Mastery)

Performance 3: _____ (Date of Mastery)

Performance 4: _____ (Date of Mastery)

Performance 5: _____ (Date of Mastery)

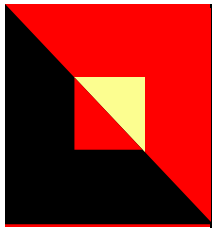
Performance 6: _____ (Date of Mastery)

Performance 7: _____ (Date of Mastery)

Signature: _____ *

Position: _____ **Date:** _____

- The signature above verifies mastery by the paraprofessional of the performances listed.

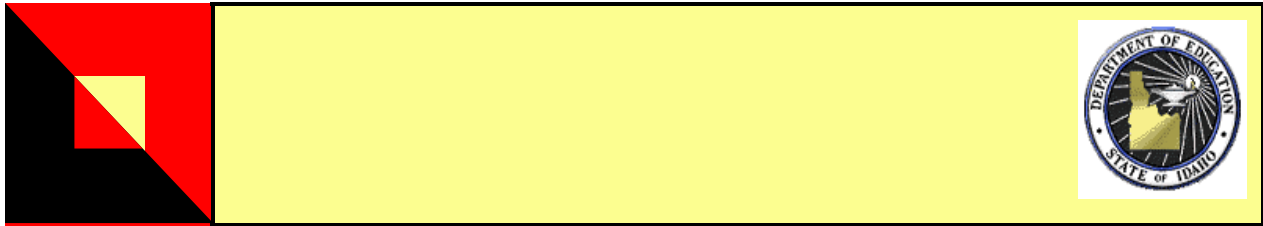


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 4—The paraprofessional understands and uses a variety of instructional strategies to assist the teacher.



Performance 1— Uses a variety of instructional techniques as modeled by the teacher. (*Intermediate*)



Advanced

Consistently uses a variety of directed instructional techniques.



Intermediate

Frequently uses a variety of directed instructional techniques.



Entry

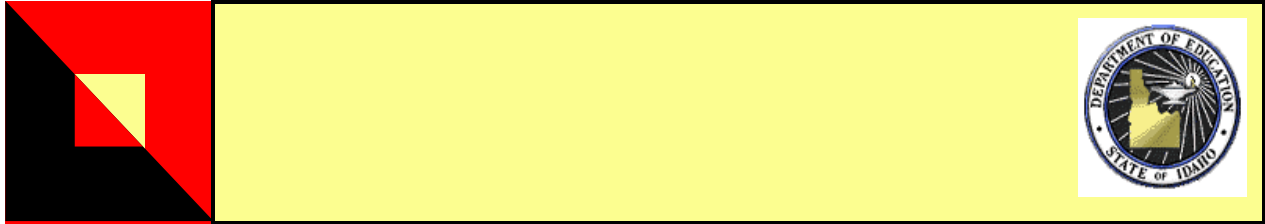
Satisfactorily uses a variety of directed instructional techniques.



Needs Improvement

Needs improvement in using a variety of directed instructional techniques.

4P1



Performance 2— Locates and maintains a variety of instructional resources as directed by the teacher. (*Intermediate*)



Advanced

Consistently locates and maintains a variety of directed instructional resources.



Intermediate

Frequently locates and maintains a variety of directed instructional resources.



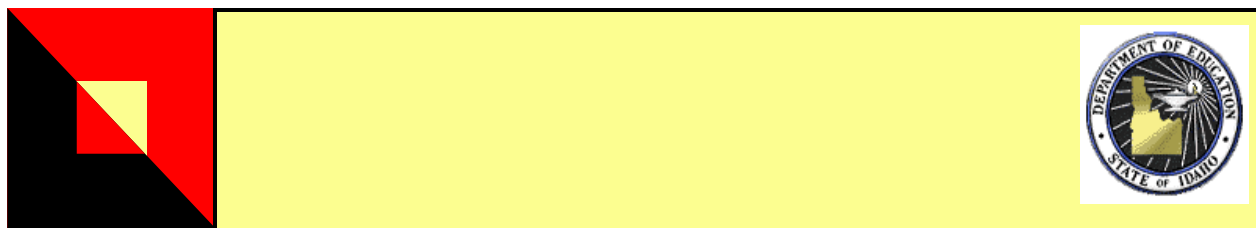
Entry

Satisfactorily locates and maintains a variety of directed instructional resources.



Needs Improvement

Needs improvement in locating and maintaining a variety of directed instructional resources.



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

Principle 4—Performance Documentation

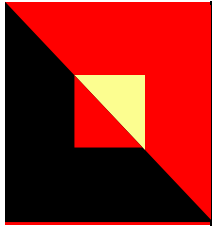
Performance 1: _____ **(Date of Mastery)**

Performance 2: _____ **(Date of Mastery)**

Signature: _____ *

Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.

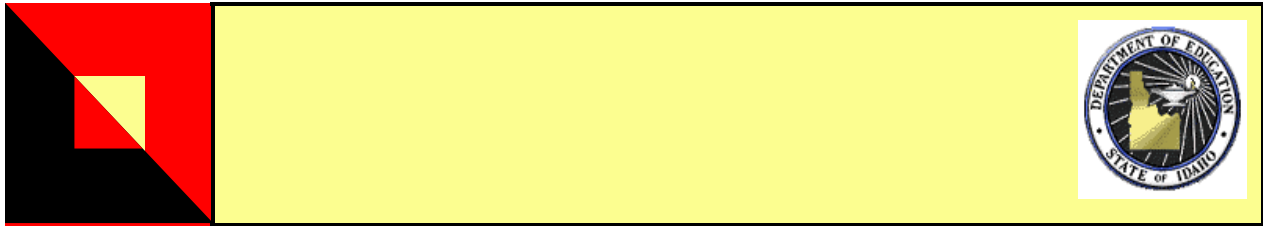


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 5—The paraprofessional understands the impact of the educational environment on student learning, self-motivation and positive social interaction, and assists in creating a positive learning environment.



Performance 1— Carries out school behavior management policies and practices. (*Entry*)



Advanced

Consistently carries out school behavior management policies and practices.



Intermediate

Frequently carries out school behavior management policies and practices.



Entry

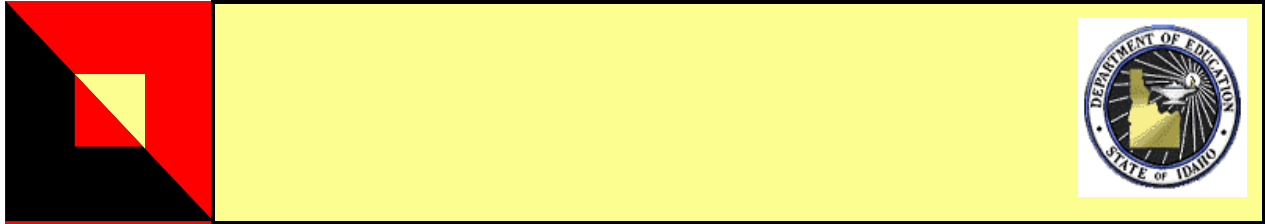
Satisfactorily carries out school behavior management policies and practices.



Needs Improvement

Needs improvement in carrying out school behavior management policies and practices.

5P1



Performance 2— Uses positive behavioral supports, crisis intervention and restraint techniques consistent with the district / agency policy.
(Entry)



Advanced

Consistently uses positive behavioral supports, crisis intervention and restraint techniques.*

* Trained and certified in The Mandt System



Intermediate

Frequently uses positive behavioral supports and crisis intervention.



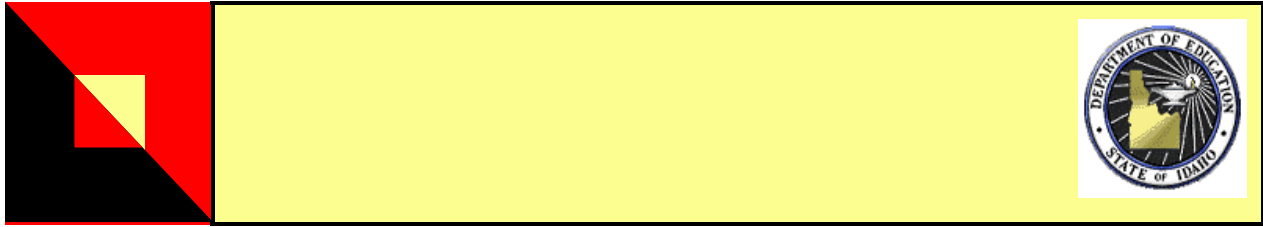
Entry

Satisfactorily uses positive behavioral supports and crisis intervention.



Needs Improvement

Needs improvement in using positive behavioral supports and crisis intervention.



Performance 3— Assists in establishing a positive climate in the classroom and participates in maintaining such a climate in the school as a whole. (*Entry*)



Advanced

Consistently demonstrates behavior associated with the maintenance of a positive climate in the classroom.



Intermediate

Frequently demonstrates behavior associated with the maintenance of a positive climate in the classroom.



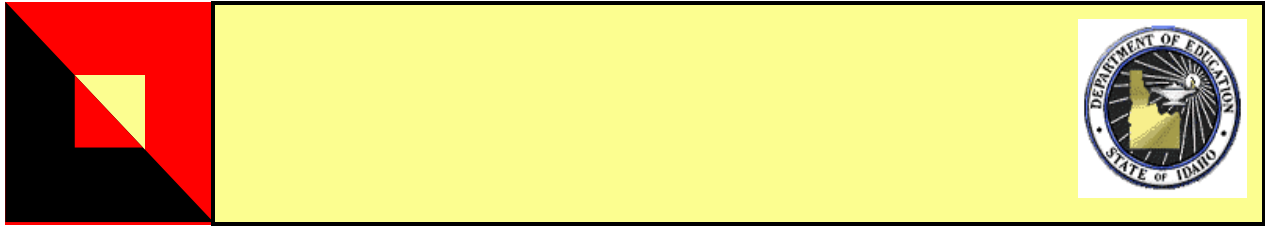
Entry

Satisfactorily demonstrates behavior associated the maintenance of a positive climate in the classroom.



Needs Improvement

Needs improvement in demonstrating behavior associated with the maintenance of a positive climate in the classroom.



Performance 4— Plans for smooth transition between activities and environments. (*Entry*)



Advanced

Consistently plans for smooth transitions between activities and environments.



Intermediate

Frequently plans for smooth transitions between activities and environments.



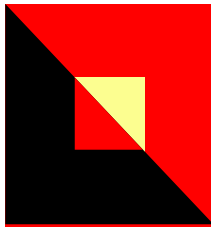
Entry

Satisfactorily plans for smooth transitions between activities and environments.



Needs Improvement

Needs improvement in planning smooth transitions between activities and environments.



Performance 5— Maintains a safe and effective learning environment for academic and nonacademic settings (i.e. lunchrooms, study halls, playgrounds and buses). (*Entry*)



Advanced

Consistently maintains a safe and effective learning environment across all school settings.



Intermediate

Frequently maintains a safe and effective learning environment across all school settings.



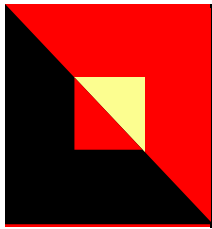
Entry

Satisfactorily maintains a safe and effective learning environment across all school settings.



Needs Improvement

Needs improvement in maintaining a safe and effective learning environment across all school settings.



Performance 6— Supports a learning community in which individual differences are respected and valued. (*Entry*).



Advanced

Consistently demonstrates value and respect for individual differences.



Intermediate

Frequently demonstrates value and respect for individual differences.



Entry

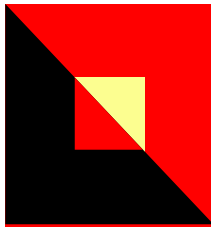
Satisfactorily demonstrates value and respect for individual differences.



Needs Improvement

Needs improvement in demonstrating value and respect for individual differences.

5P6



Performance 7— Assists in creating a learning community in which students assume responsibility for themselves and one another, participate in decision-making, work collaboratively and independently, resolve conflicts, and engage in purposeful learning activities.
(Intermediate).



Advanced

Consistently assists in creating a learning community surpassing the expected performance.



Intermediate

Frequently assists in creating a learning community commensurate with the expected performance.



Entry

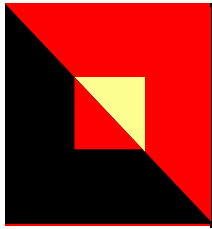
Satisfactorily assists in creating a learning community commensurate with the expected performance.



Needs Improvement

Needs improvement in creating a learning community commensurate with the expected performance.

5P7



Performance 8— Assists in modifying the learning environment to manage behavior. (*Intermediate*)



Advanced

Consistently assists in modifying the learning environment to manage behavior.



Intermediate

Frequently assists in modifying the learning environment to manage behavior.



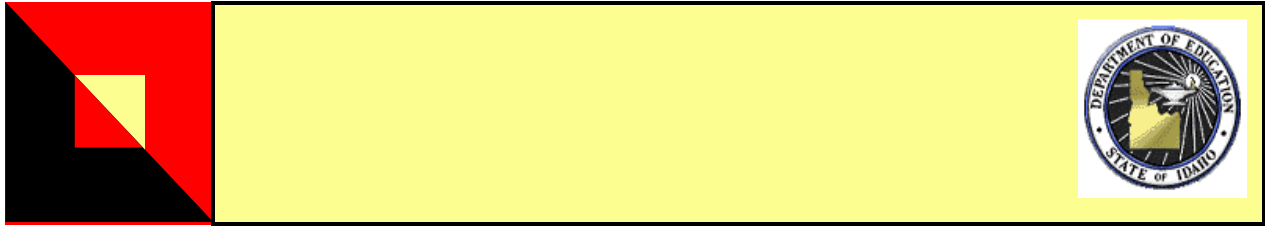
Entry

Satisfactorily assists in modifying the learning environment to manage behavior.



Needs Improvement

Needs improvement in modifying the learning environment to manage behavior.



Performance 9—Implements behavioral prevention, intervention and reinforcement plans that have been developed by the teacher.
(Intermediate)



Advanced

Consistently implements directed behavioral intervention plans.



Intermediate

Frequently implements directed behavioral intervention plans.



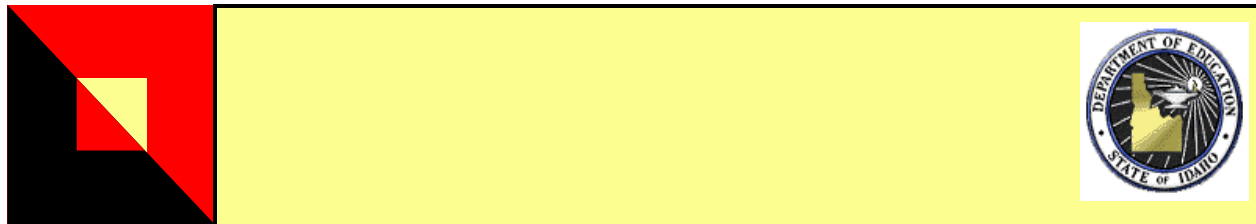
Entry

Satisfactorily implements directed behavioral intervention plans.



Needs Improvement

Needs improvement in implementing directed behavioral intervention plans.



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

Principle 5—Performance Documentation

Performance 1: _____ (Date of Mastery)

Performance 2: _____ (Date of Mastery)

Performance 3: _____ (Date of Mastery)

Performance 4: _____ (Date of Mastery)

Performance 5: _____ (Date of Mastery)

Performance 6: _____ (Date of Mastery)

Performance 7: _____ (Date of Mastery)

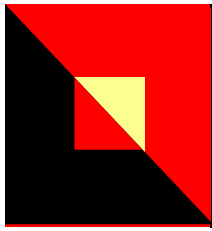
Performance 8: _____ (Date of Mastery)

Performance 9: _____ (Date of Mastery)

Signature: _____ *

Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.

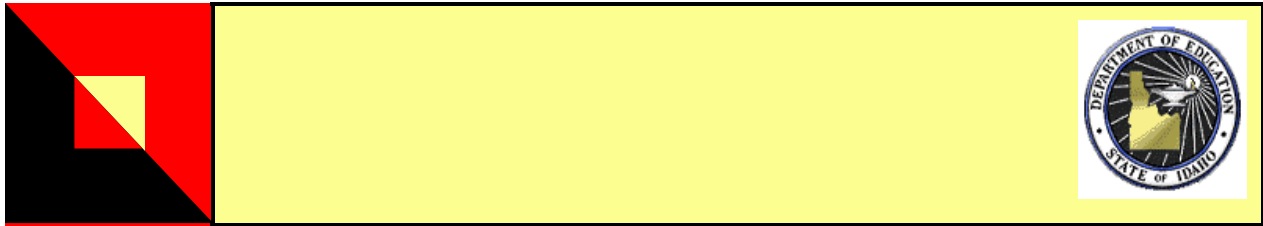


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 6—The paraprofessional uses a variety of communication techniques including verbal, nonverbal, and media in and beyond the classroom.



Performance 1— Effectively communicates with team members. (*Entry*)



Advanced

Consistently interacts with team members using effective and responsive communication skills.



Intermediate

Frequently interacts with team members using effective and responsive communication skills.



Entry

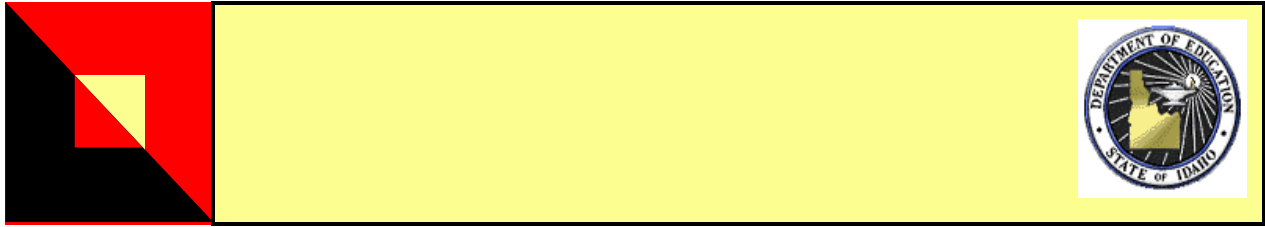
Satisfactorily interacts with team members using effective and responsive communication skills.



Needs Improvement

Needs improvement in interacting with team members using effective and responsive communication skills.

6P1



Performance 2— Is a thoughtful and responsive listener.. (*Entry*)



Advanced

Consistently listens in a thoughtful and responsive manner.



Intermediate

Frequently listens in a thoughtful and responsive manner.



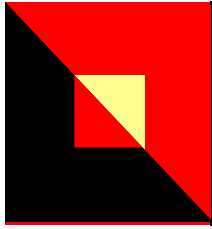
Entry

Satisfactorily listens in a thoughtful and responsive manner.



Needs Improvement

Needs improvement with listening in a thoughtful and responsive manner.



Performance 3—Demonstrates sensitivity to cultural and other differences in communication methods (i.e. appropriate use of eye contact, interpretation of body language and verbal statements, acknowledgement of and responsiveness to different modes of communication and participation) (*Intermediate*)



Advanced

Consistently demonstrates sensitivity to cultural and other differences in communication methods, surpassing the expected performance.



Intermediate

Frequently demonstrates sensitivity to cultural and other differences in communication methods commensurate with the expected performance.



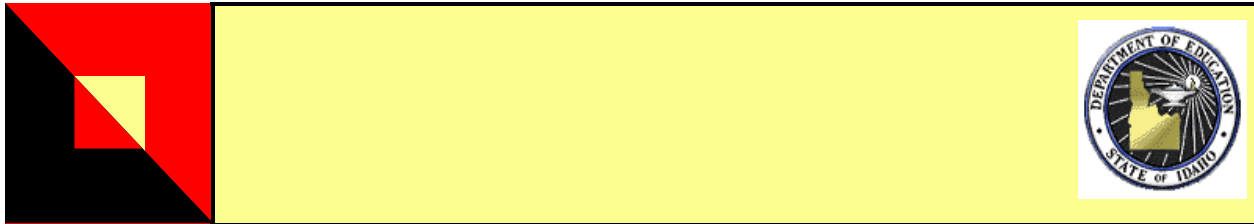
Entry

Satisfactorily demonstrates sensitivity to cultural and other differences in communication methods commensurate with the expected performance



Needs Improvement

Needs improvement in demonstrating sensitivity to cultural and other differences in communication methods commensurate with the expected performance.



Performance 4—Uses a variety of media communication tools, including audio-visual aids and computers to enrich learning opportunities.
(Intermediate)



Advanced

Consistently uses a variety of media communication tools to enrich learning opportunities.



Intermediate

Frequently uses a variety of media communication tools to enrich learning opportunities.



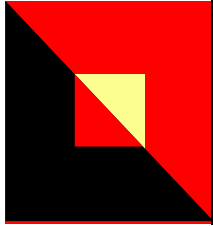
Entry

Satisfactorily uses a variety of media communication tools to enrich learning opportunities.



Needs Improvement

Needs improvement in using a variety of media communication tools to enrich learning opportunities.



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

Principle 6—Performance Documentation

Performance 1: _____ **(Date of Mastery)**

Performance 2: _____ **(Date of Mastery)**

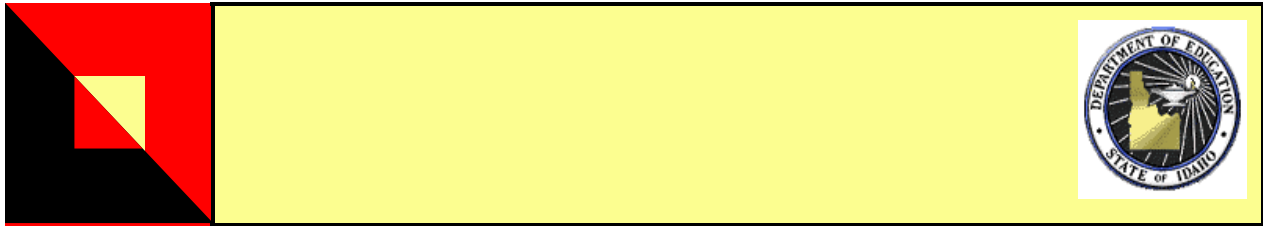
Performance 3: _____ **(Date of Mastery)**

Performance 4: _____ **(Date of Mastery)**

Signature: _____ *

Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.

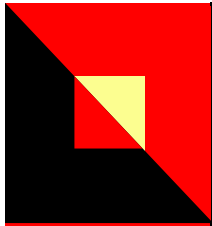


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 7—The paraprofessional implements teacher designed instructional plans based upon knowledge of subject matter, students, the community, and curriculum goals.



Performance 1— Follows teacher written and verbal plans, seeking clarification as needed. (*Entry*)



Advanced

Consistently follows directed written and verbal plans, seeking clarification as needed.



Intermediate

Frequently follows directed written and verbal plans, seeking clarification as needed.



Entry

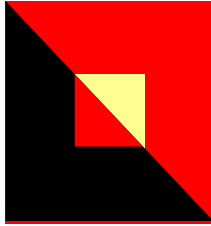
Satisfactorily follows directed written and verbal plans, seeking clarification as needed.



Needs Improvement

Needs improvement in following directed written and verbal plans, and in seeking clarification when needed.

7P1



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

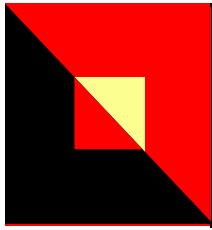
Principle 7—Performance Documentation

Performance 1: _____ **(Date of Mastery)**

Signature: _____ *

Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.

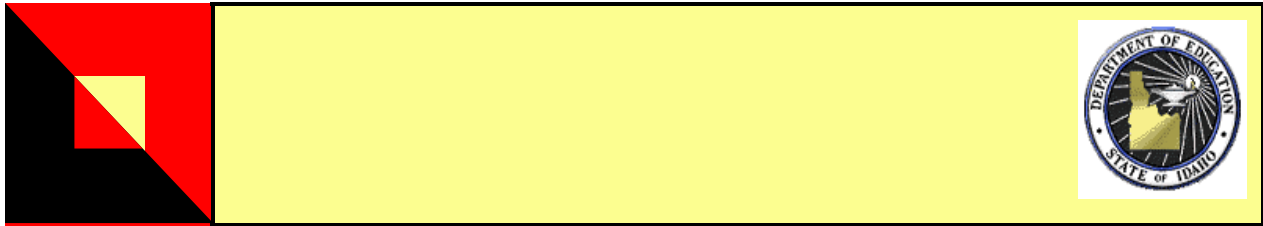


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 8—The paraprofessional supports the teacher in evaluating the intellectual, social and physical development of the student.



Performance 1— Assists the teacher with maintaining student records required by the state or the district. (*Entry*)



Advanced

Consistently assists with maintaining required student records.



Intermediate

Frequently assists with maintaining required student records.



Entry

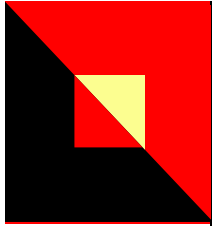
Satisfactorily assists with maintaining required student records.



Needs Improvement

Needs improvement in assisting with maintaining required student records.

8P1



Performance 2—Gathers information by using informal / functional assessment methods under teacher direction. (*Intermediate*)



Advanced

Consistently gathers information using directed informal / functional assessment methods.



Intermediate

Frequently gathers information using directed informal / functional assessment methods.



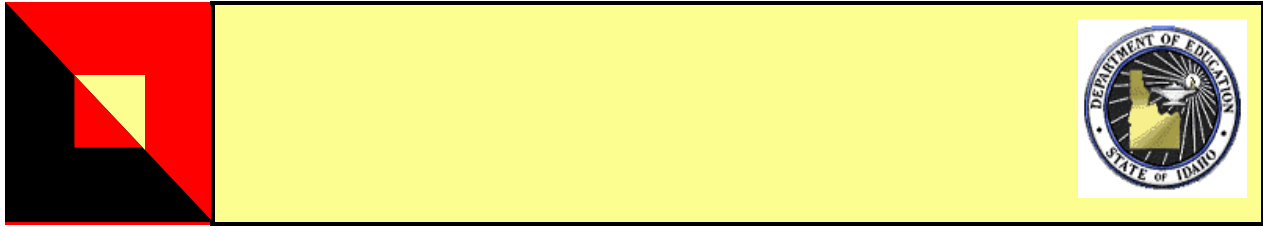
Entry

Satisfactorily gathers information using directed informal / functional assessment methods.



Needs Improvement

Needs improvement in gathering information using directed informal / functional assessment methods.



Performance 3—Objectively shares relevant information about student performance to assist the teacher in the planning process. (*Intermediate*)



Advanced

Consistently shares relevant student performance information to assist in instructional planning.



Intermediate

Frequently shares relevant student performance information to assist in instructional planning.



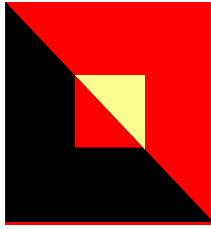
Entry

Satisfactorily shares relevant student performance information to assist in instructional planning.



Needs Improvement

Needs improvement in sharing relevant student performance information, so instructional planning will be beneficial.



Performance 4—Assists in providing assessment accommodations / modifications as designed by the teacher. (*Intermediate*)



Advanced

Consistently assists in providing directed assessment accommodations / modifications.



Intermediate

Frequently assists in providing directed assessment accommodations / modifications.



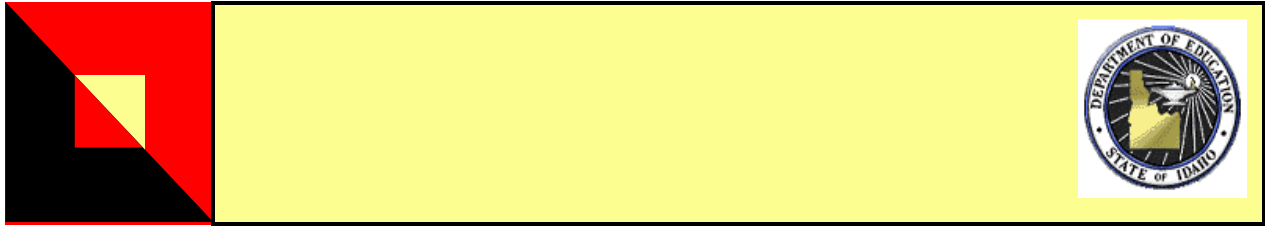
Entry

Satisfactorily assists in providing directed assessment accommodations / modifications.



Needs Improvement

Needs improvement in providing directed assessment accommodations / modifications.



Performance 5—May administer formal assessments when given proper training. (*Advanced*)



Advanced

Consistently demonstrates ability to administer formal assessments.*



Intermediate

Frequently demonstrates ability to administer formal assessments.*



Entry

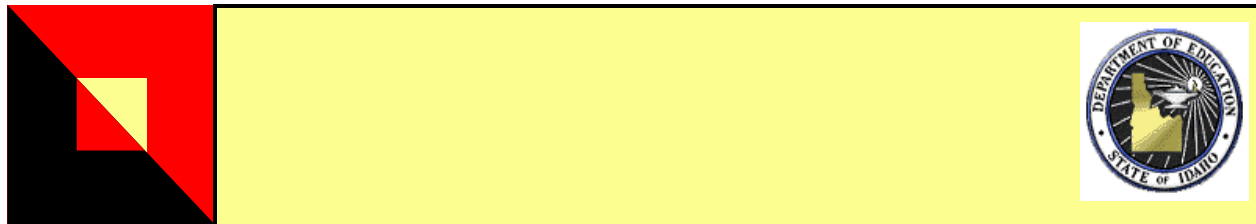
Satisfactorily demonstrates ability to administer formal assessments.*



Needs Improvement

Needs improvement in demonstrating the ability to administer formal assessments.*

* Proper training has been provided.



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

Principle 8—Performance Documentation

Performance 1: _____ (Date of Mastery)

Performance 2: _____ (Date of Mastery)

Performance 3: _____ (Date of Mastery)

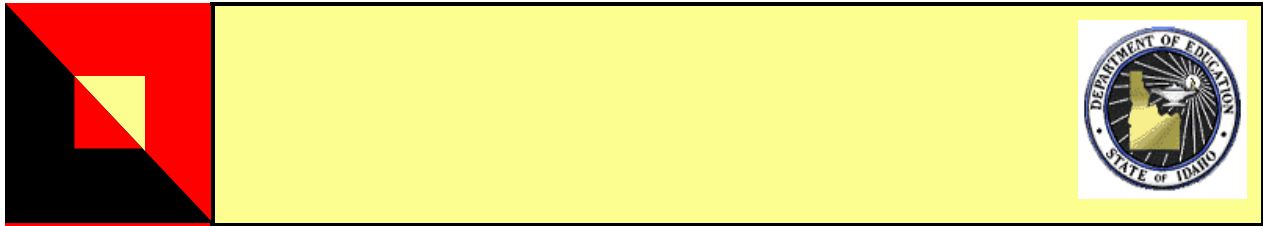
Performance 4: _____ (Date of Mastery)

Performance 5: _____ (Date of Mastery)

Signature: _____ *

Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.

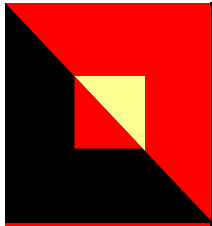


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 9—The paraprofessional engages in continued professional improvement toward an identified goal.



Performance 1—Uses self-reflection as a means of improving job performance. (*Entry*)



Advanced

Consistently uses self-reflection as a means to improve job performance.*



Intermediate

Frequently uses self-reflection as a means to improve job performance.*



Entry

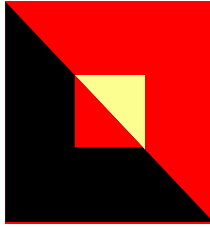
Satisfactorily uses self-reflection as a means to improve job performance.*



Needs Improvement

Needs improvement in using self-reflection as a means to improve job performance.*

* See Self-Assessment Disposition Checklist.



Performance 2—Asks for and accepts feedback from the teacher. (*Entry*)



Advanced

Consistently asks for and accepts directed feedback.



Intermediate

Frequently asks for and accepts directed feedback.



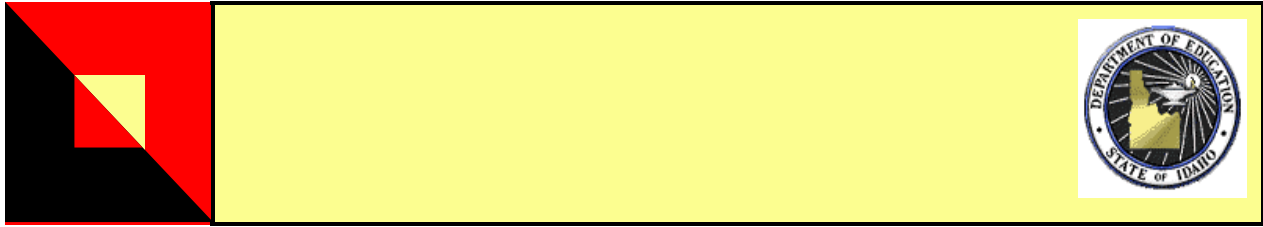
Entry

Satisfactorily asks for and accepts directed feedback.



Needs Improvement

Needs improvement in asking for and accepting directed feedback.



Performance 3— Documents progress towards his/her professional development. (*Intermediate*)



Advanced

Consistently documents progress toward professional development.*



Intermediate

Frequently documents progress toward professional development.*



Entry

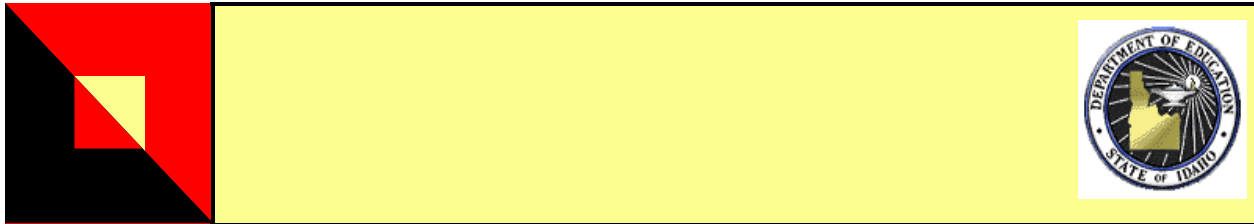
Satisfactorily documents progress toward professional development.*



Needs Improvement

Needs improvement in documenting progress toward professional development.*

* See Paraprofessional Portfolio.



Performance 4— Participates in meaningful professional development opportunities in order to demonstrate current, effective practices.
(Intermediate)



Advanced

Consistently participates in meaningful professional development opportunities, surpassing the expected performance.*



Intermediate

Frequently participates in meaningful professional development opportunities commensurate with the expected performance.*



Entry

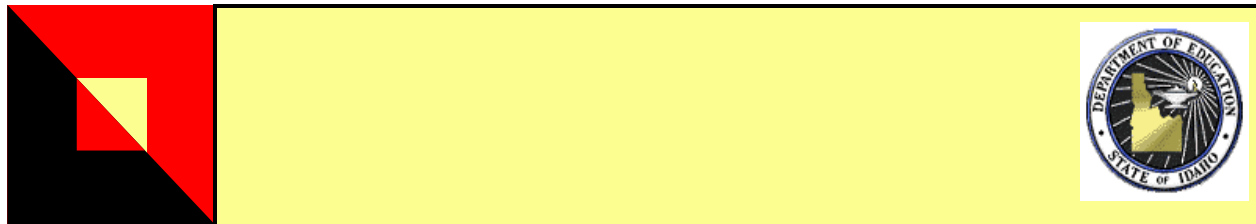
Satisfactorily participates in meaningful professional development opportunities commensurate with the expected performance.*



Needs Improvement

Needs improvement in participating in meaningful professional development opportunities commensurate with the expected performance.*

* See Paraprofessional Training Attendance Logs.



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

Principle 9—Performance Documentation

Performance 1: _____ (Date of Mastery)

Performance 2: _____ (Date of Mastery)

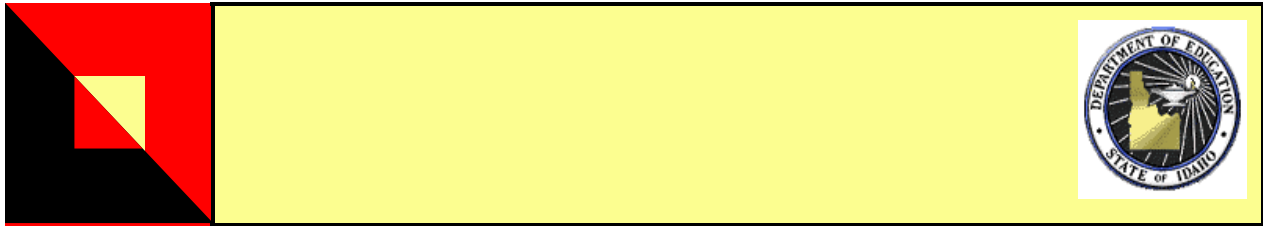
Performance 3: _____ (Date of Mastery)

Performance 4: _____ (Date of Mastery)

Signature: _____ *

Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.

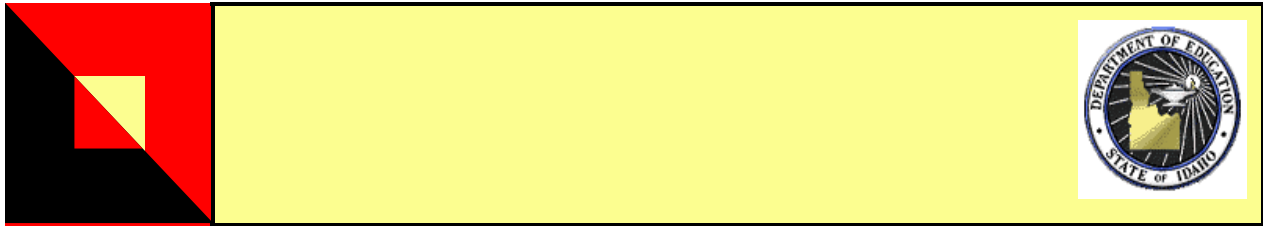


IDAHO PARAPROFESSIONAL STANDARDS

PERFORMANCE RUBRICS



Principle 10—The paraprofessional interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' learning and well being.



Performance 1— Respects the privacy of students, student rights and confidentiality of information. (*Entry*)



Advanced

Consistently demonstrates respect for students' rights and confidentiality of information.



Intermediate

Frequently demonstrates respect for students' rights and confidentiality of information.



Entry

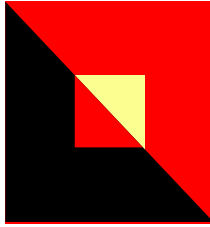
Satisfactorily demonstrates respect for students' rights and confidentiality of information.



Needs Improvement

Needs improvement in demonstrating respect for students' rights and confidentiality of information.

10P1



Performance 2— Effectively collaborates with team members. (*Entry*)



Advanced

Consistently collaborates effectively with team members.



Intermediate

Frequently collaborates effectively with team members.



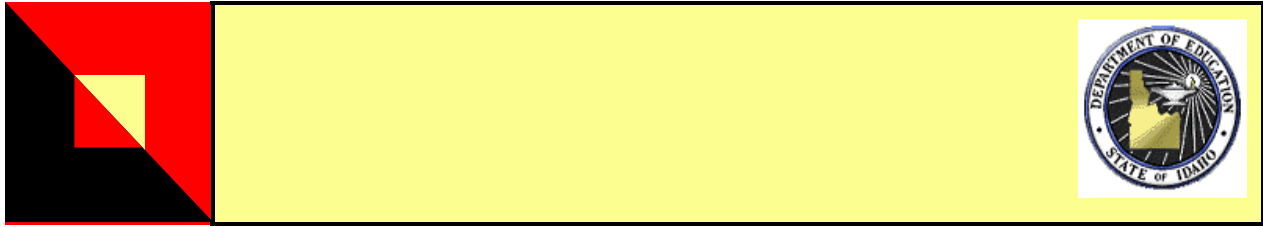
Entry

Satisfactorily collaborates with team members.



Needs Improvement

Needs improvement in collaborating with team members effectively.



Performance 3—Follows teacher instructions and honors team decisions in daily practice. (*Entry*)



Advanced

Consistently follows instructions and demonstrates support for team decisions in daily practice.



Intermediate

Frequently follows instructions and demonstrates support for team decisions in daily practice.



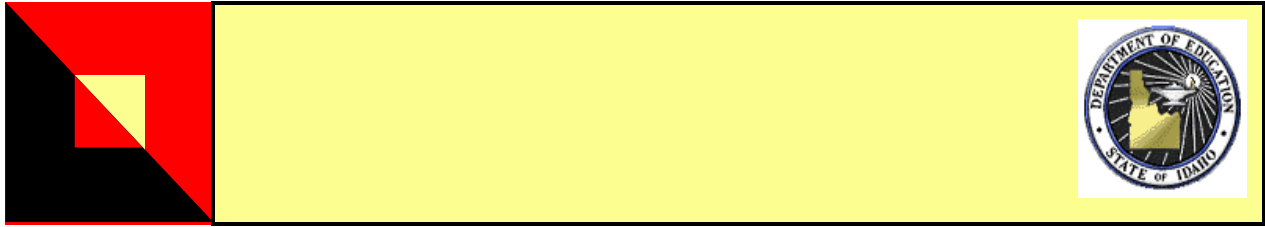
Entry

Satisfactorily follows instructions with cueing, and demonstrates support for team decisions in daily practice.



Needs Improvement

Needs improvement in following instructions and demonstrating support for team decisions in daily practice.



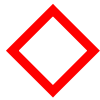
Performance 4—Provides positive representation of the student, school and district. (*Entry*)



Advanced
Consistently provides positive representation of the student, school and district.



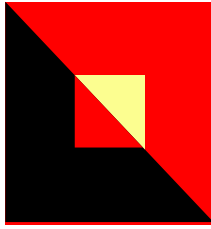
Intermediate
Frequently provides positive representation of the student, school and district.



Entry
Satisfactorily provides positive representation of the student, school and district.



Needs Improvement
Needs improvement in providing positive representation of the student, school and district.



Performance 5—Develops a rapport with students (i.e. talks with and listens to students, is sensitive and responsive to clues of distress and seeks outside help as needed). (*Entry*)



Advanced

Consistently demonstrates having a rapport with students, surpassing the expected performance.



Intermediate

Frequently demonstrates having a rapport with students, commensurate with the expected performance.



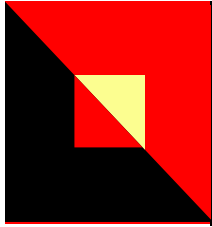
Entry

Satisfactorily demonstrates having a rapport with students, commensurate with the expected performance.



Needs Improvement

Needs improvement in developing a rapport with students, commensurate with the expected performance.



Performance 6—Demonstrates professional conduct in accordance with district policies and state law. (*Entry*)



Advanced

Consistently demonstrates professional conduct in accordance with district policies and state law.



Intermediate

Frequently demonstrates professional conduct in accordance with district policies and state law.



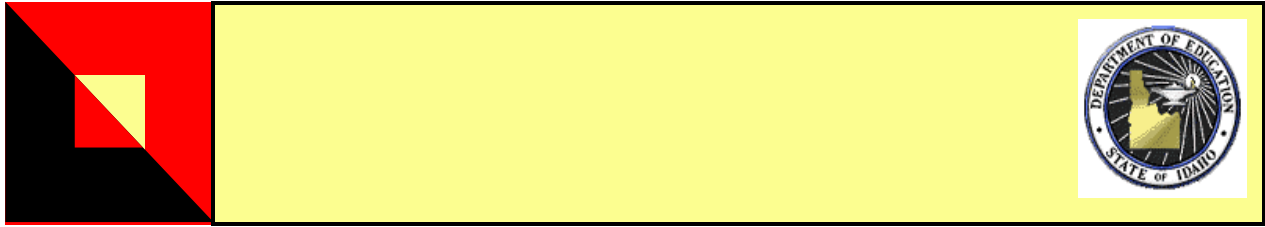
Entry

Satisfactorily demonstrates professional conduct in accordance with district policies and state law.



Needs Improvement

Needs improvement in demonstrating professional conduct in accordance with district policies and state law.



Performance 7— Exercises objective and prudent judgment. (*Entry*)



Advanced

Consistently exercises objective and prudent judgment.



Intermediate

Frequently exercises objective and prudent judgment.



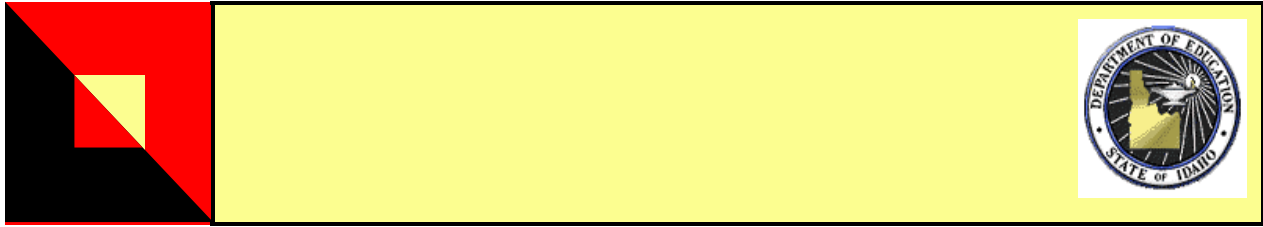
Entry

Satisfactorily exercises objective and prudent judgment.



Needs Improvement

Needs improvement in exercising objective and prudent judgment.



Performance 8—Follows policy regarding reporting suspected child abuse, neglect or threat of harm to self or others. (*Entry*



Entry

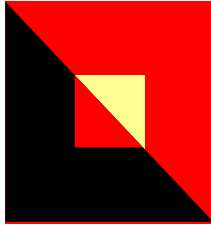
Satisfactorily discussion and demonstration of understanding of district policy regarding suspected child abuse, neglect, or threat of harm to self or others.*

* See Documentation of Discussion and Interview with Supervising Teacher and/or Administrator.



Needs Improvement

Needs improvement in discussing and demonstrating understanding of district policy regarding suspected child abuse, neglect, or threat of harm to self or others.



IDAHO PARAPROFESSIONAL STANDARDS

Performance Rubrics Summary

4

Directions: Provide date of performance mastery for each performance listed under each principle. Verify documentation of mastery with signature of supervising teacher or school administrator.

Principle 10—Performance Documentation

Performance 1: _____ (Date of Mastery)

Performance 2: _____ (Date of Mastery)

Performance 3: _____ (Date of Mastery)

Performance 4: _____ (Date of Mastery)

Performance 5: _____ (Date of Mastery)

Performance 6: _____ (Date of Mastery)

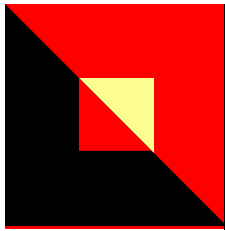
Performance 7: _____ (Date of Mastery)

Performance 8: _____ (Date of Mastery)

Signature: _____ *

Position: _____ **Date:** _____

* The signature above verifies mastery by the paraprofessional of the performances listed.



Addenda

Addendum A

TITLE: Paraprofessional – Special Education / Title 1 / ESL

QUALIFICATIONS:

1. High School Diploma or equivalent
2. Aptitude for the work to be performed
3. Interest in children and education
4. Desire to assist students with special needs in a learning environment
5. Emotional maturity and stability necessary for the specialized work involved
6. Such alternatives to the above qualifications as the Board find appropriate and acceptable

REPORTS TO /

EVALUATED BY: Principal, Special Education / Title 1 / ESL / General Education Teacher(s)

JOB GOAL: To assist, support, and work closely with teachers, administrators, and other team members in providing educational benefit for students.

PERFORMANCE RESPONSIBILITIES (aligned to “Idaho Paraprofessional Standards”):

1. Works with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by certified staff. (1P1, 1P3, 2P1, 3P5, 4K3, 4P1, 7P1)
2. Assists the certified staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities. (3K1, 3K2, 3P3, 4K4, 7K1, 7K2, 8P3)
3. Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the certified staff. (1K1, 1P1, 1P2, 1P3, 8K1, 8P2, 8P4)
4. Serves as the chief source of information and help to any guest teacher assigned in the absence of the regular certified staff. (1K1, 1K2, 6P1, 10P2, 10P3, 10K1, 10K4, 10K5)
5. Performs clerical, classroom maintenance, and instructional duties as assigned by the certified staff. (1K1, 1K2, 1P1, 1P2, 1P3, 2K1, 2P1, 3K2, 3K3, 3K6, 3P1, 3P2, 3P3, 3P7, 4K1, 4K3, 4K4, 4P1, 4P2, 5P3, 5P6, 5P8, 7P1, 8P1, 10P3)
6. Alerts the certified staff to any problem or special information about an individual student. (1K2, 5K2, 5P2, 6P1, 8P3, 10K1, 10K6, 10D2, 10P2, 10P7, 10P8)
7. Performs assigned supervision of students during lunch periods, play periods, and on field trips. (Principals 1-10, 5P5)
8. Performs assigned non-instructional classroom duties, such as snack time, toileting, and clothing routines. (3P1, 3P4, 3P6, 7P1, 5K6)
9. When requested, serves as a resource person to the General Education Intervention Team and/or IEP / Title 1 / ESL Team(s). (8P3)
10. Demonstrates ethical behavior and confidentiality of information about students in school environment and community. (8P1, 9K1, 9K2, 9D5, 10K1, 10K2, 10K4, 10K7, 10D3, 10P1, 10P4, 10P6)
11. Participates in in-service training programs as approved. (Principals 1-10, 9P4)
12. Maintains safe working environment and encourages colleagues to be safety minded in the performance of all school-related duties. (5K2, 5P2, 5P5, 10P8)
13. Performs other such duties / assignments as directed by the certified staff. (10K1, 10P2, 10P3)
14. Assists as directed by certified staff in the effort to successfully maintain students with special needs in an integrated setting, as determined by the IEP / Title 1 / ESL Team(s). (2P1, 3K2, 3K3, 3D1, 3P2, 3P5, 3P7, 4K3, 4K4, 4D1, 4D2, 4P1, 8P4)

15. Effectively collects and maintains evidence of meeting “Idaho Paraprofessional Standards” (portfolio).

TERMS OF EMPLOYMENT:

- Approximately nine month working period *
- 60-day probation
- Salary per salary schedule *
- * Position constitutes an employee at will of the Board, with a contract length and salary to be established annually by the Board
- Fulfills the requirements of the Idaho Paraprofessional Standards

EVALUATION:

Performance of this job will be evaluated annually in accordance with provisions of the Board’s policy on Evaluation of Classified Personnel.

Revised - August 2001

Addendum B

Job Description

SPECIAL EDUCATION / TITLE 1/ ESL PARAPROFESSIONAL EVALUATION

Employee Name : _____ Location: _____

Position: _____ Date: _____

PERFORMANCE COMPETENCIES (aligned to “Idaho Paraprofessional Standards”):

1. Works with individual students or small groups of students to reinforce learning of materials or skills initially introduced and outlined by certified staff.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: **1P1** **1P3** **2P1** **3P5** **4K3** **4P1** **7P1**

2. Assists the certified staff in devising special strategies for reinforcing learning materials and skills based on a sympathetic understanding of individual students, their needs, interests, and abilities.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: **3K1** **3K2** **3P3** **4K4** **7K1** **7K2** **8P3**

3. Monitors work, corrects papers, and supervises curriculum-based testing and makeup work as assigned by the certified staff.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: **1K1** **1P1** **1P2** **1P3** **8K1** **8P2** **8P4**

4. Serves as the chief source of information and help to any guest teacher assigned in the absence of the regular certified staff.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: **1K1** **1K2** **6P1** **10P2** **10P3** **10K1** **10K4** **10K5**

5. Performs clerical, classroom maintenance, and instructional duties as assigned by the certified staff.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: **1K1** **1K2** **1P1** **1P2** **1P3** **2K1** **2P1** **3K2** **3K3** **3K6**
3P1 **3P2** **3P3** **3P7** **4K1** **4K3** **4K4** **4P1** **4P2** **5P3** **5P6** **5P8** **7P1**
8P1 **10P3**

6. Alerts the certified staff to any problem or special information about an individual student.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: **1K2** **5K2** **5P2** **6P1** **8P3** **10K1** **10K6** **10D2** **10P2** **10P7**
10P8

7. Performs assigned supervision of students during lunch periods, play periods, and on field trips.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: Principles 1 Principle 2 Principle 3 Principle 4 Principle 5
Principle 6 Principle 7 Principle 8 Principle 9 Principle 10 5P5

8. Performs assigned non-instructional classroom duties, such as snack time, toileting, and clothing routines.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: 3P1 3P4 3P6 7P1 5K6

9. When requested, serves as a resource person to the General Education Intervention Team and/or IEP / Title 1/ ESL Team(s).

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: 8P3

10. Demonstrates ethical behavior and confidentiality of information about students in school environment and community.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: 8P1 9K1 9K2 9D5 10K1 10K2 10K4 10K7 10D3 10P1
10P4 10P6

11. Participates in in-service training programs as approved.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: Principle 1 Principle 2 Principle 3 Principle 4 Principle 5
Principle 6 Principle 7 Principle 8 Principle 9 Principle 10 9P4

12. Maintains safe working environment and encourages colleagues to be safety minded in the performance of all school-related duties.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: 5K2 5P2 5P5 10P8

13. Performs other such duties / assignments as directed by the certified staff.

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: 10K1 10P2 10P3

14. Assists as directed by certified staff in the effort to successfully maintain students with special needs in an integrated setting, as determined by the IEP Team / Title 1 / ESL Team(s).

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Circle State Standards Met: 2P1 3K2 3K3 3D1 3P2 3P5 3P7 4K3 4K4 4D1 4D2
4P1 8P4

15. Effectively collects and maintains evidence of meeting “Idaho Paraprofessional Standards” (portfolio).

Skill Application:	Consistently	Frequently	Satisfactorily	Needs Improvement
0	0	0	0	0

Comments:This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

** I have discussed this evaluation report with my supervisor and have received a copy.

** One copy must be forwarded to the Personnel Department within three days.

Signature of Paraprofessional

Signature of Supervisor

Addendum C

DISPOSITION INDICATORS

Realizes/Recognizes:

- 1D1 – Application of learning as useful
- 5D1 – Importance of peer relationships
- 5D2 – Importance of intrinsic motivation
- 10D2 – All aspects of student's well being

Appreciates/Values:

- 2D1 – Individual variations in development
- 3D1 – Individualized programs
- 4D2 – Flexibility and resourcefulness
- 5D3 – “Dignity of risk”
- 6D1 – Communication
- 7D2 – Planning as collaborative effort
- 8D1 – Ongoing assessment
- 9D4 – Constructive feedback
- 9D5 – Competency and integrity

Believes/Respects:

- 3D2 – All students can learn
- 3D3 – Para should advocate, encourage, facilitate individual learning
- 3D4 – Students as diverse individuals
- 3D5 – Community and cultural norms
- 4D1 – Strategies are individualized
- 5D4 – Diversity of cultural beliefs, traditions, values
- 7D1 – In monitoring and adjusting
- 10D1 – 10D3 – Dignity, rights and privacy of students/families
- 1-D4 – Role distinctions

Embraces/Commits to:

- 5D5 – Helping students develop self-confidence
- 9D1 – Lifelong learning
- 9D2 – Ongoing reflection, assessment, learning as a process
- 9D3 – Seeking, developing, refining practices

Addendum D

SELF-ASSESSMENT DISPOSITION CHECKLIST

Directions: Select disposition indicators from back of page that you are choosing to work on throughout this school year.

Paraprofessional: _____

Portfolio Conference Date: _____

☐ **Teacher** **Date** _____ **Signed** _____

☐ **Self** **Date** _____ **Signed** _____

Frequently

Sometimes

Not Yet

Realizes/Recognizes:

- | | | | | |
|---|-------|-------|-------|-------|
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |

Appreciates/Values:

- | | | | | |
|---|-------|-------|-------|-------|
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |

Believed/Respects:

- | | | | | |
|---|-------|-------|-------|-------|
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |

Embraces/Commits to:

- | | | | | |
|---|-------|-------|-------|-------|
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |
| • | _____ | _____ | _____ | _____ |

COMMENTS:

Addendum E

Paraprofessional Training Resources Updated April 2002

Below you will find a number of resources that may be useful to you in planning and delivering training for paraprofessionals in your district. The list is not exhaustive, but rather a compilation of resources that are known to be available. This is not necessarily a recommended list and it will be important for district personnel to evaluate the services of each vendor/contractor.

RESOURCE	NOTES
On-Line Training:	
<p>Alaska Department of Education www.eed.state.ak.us/tls/sped/home.html (In the left column, choose Staff Development. From the drop down list that that pops up, choose Special Education Training.)</p> <p>Alaska Department of Education & Early Development Special Education Contact: Eleanor Daily eleanor_dailey@eed.state.ak.us,</p>	<p>"Education and the Paraprofessional" is an instructional module series that has been developed to assist school districts in providing a comprehensive training program for paraprofessionals that enables them to work alongside their professional colleagues in the delivery of educational services. Each module has been designed to give the paraprofessional a solid base of information in each designated area and to assist him/her with the application of new knowledge in the instructional setting.</p> <p>There is no cost for this program.</p>
<p>University of Nebraska-Lincoln at http://para.unl.edu/ For more information contact: Al Steckelberg 318G Barkley Center University of Nebraska-Lincoln (402) 472-5491 als@unlinfo.unl.edu</p>	<p>This is a fairly comprehensive training program with the feature of allowing for individual self-study or an arranged supervisory study. <i>"Paraprofessional Self-Study Program"</i> and <i>"Supervisors of Paraprofessionals Self-Study Program"</i>. These programs are already on-line.</p> <p>There is no cost for this program.</p>
Individual Presenters:	
<p>Patricia J-G Mullen PR Behavior Consultants P.O. Box 5210 Wenatchee, WA 98807-5210 (509) 886-7111 prbehave@nwi.net</p>	<p>Presents trainings throughout the United States and Canada. The trainings are based upon her work experience as a paraprofessional, special education teacher, behavior intervention specialist, and consultant with an Educational Service District serving four counties in central Washington.</p>
<p>Barbara Jo Stahl Palm Productions, LLC 10111 Cedar Lake Road, Suite 115 Minnetonka, MN 55305 (612) 595-8223 www.palmproductions.com</p>	<p>Barbara Jo Stahl has lead Minnesota to the forefront of paraprofessional staff development and is a leading expert on the future of the role and function of paraprofessionals.</p>

RESOURCE	NOTES
<p>Nancy K. French, Ph.D. Associate Research Professor The University of Colorado-Denver PARA² Center 1380 Lawrence St. Suite 650 Denver, CO 80204-2076 (303) 556-6464 nfrench@ceo.cudenver.edu</p>	<p>This center offers three training programs:</p> <ol style="list-style-type: none"> 1. Modules for Training Paraprofessionals; 2. Supervision of Paraprofessionals; and 3. Teacher and Paraprofessional Team Training.
<p>Judi Hall 511 E. Curling Dr. Boise, ID 83702 (208) 368-9601</p>	<p>Judi has developed and provided paraprofessional training in several states in the Pacific Northwest. She produced a CD-ROM for the State of Alaska, which has a complete package of training related to Alaska's standards for paraprofessionals.</p>
Universities & Colleges:	
<p>Lewis-Clark State College Tom McFarland 500 8th Avenue Lewiston, ID 83501 (208) 799-2836 tmcfarland@lcsc.edu</p>	<p>LCSC offers several courses that align with Idaho's standards for paraprofessionals.</p> <p>There are a limited number of stipends available for paraprofessionals who wish to complete these courses.</p>
<p>College of Southern Idaho Tracey Meyerhoeffer 315 Falls Ave, PO Box 1238 Twin Falls, ID 83303-1238 (800) 680-0274 Ext. 2174 (208) 733-9554 Ext. 2174 tmeyerhoeffer@csi.edu</p>	<p>CSI has implemented a State Board of Education approved Associate of Arts and Associate of Applied Science degree Certified Education Assistant Programs. There is a Special Needs Assistant (paraprofessional) path within each of these degree options.</p> <p>Scholarships are available for paraprofessionals.</p>
<p>http://www.uvm.edu/~cdci/paraprep/entry.html</p> <p>University of Vermont Center on Disability and Community Inclusion</p> <p>For more information contact: Michael F. Giangreco 802-656-1144 mgiangre@zoo.uvm.edu</p>	<p>This site provides some on-line training materials including Paraprofessional resources and a learning center as well as links to other resources. It also contains a model for the effective use of paraprofessionals to support students with disabilities in general education classes.</p>

RESOURCE	NOTES
Packages:	
Utah State University Department of Special Education and Rehabilitation College of Education 2865 Old Main Hill Logan, UT 84322-2865 Toll Free: 1-877-722-3991 http://www.trisped.org/esp/intro.htm	A series of print-plus-video training programs specifically designed for in-service and pre-service training of classroom personnel. <ul style="list-style-type: none"> • Training for paraprofessionals working in special education and inclusive classrooms • Training for teachers in how to effectively supervise paraprofessionals and • Training for job coaches working with youth in transition from school to employment
Personal Planner and Training Guide for Paraprofessionals Master Teacher Leadership Lane Box 1207 Manhattan, KS 66505-1207 (800) 669-9633	This material is especially useful for training entry level paraprofessionals.
The Nat. Resource Center for Paraprofessionals in Education and Related Services Graduate School and Univ. Center City University of New York http://www.nrcpara.org/resources.htm	A core curriculum and training program to prepare paraprofessionals to work in inclusive classrooms serving school age students with disabilities, to prepare teachers to supervise and work effectively with paraprofessional personnel and to prepare paraprofessionals to work with learners who have LEP.
http://www.lrconsulting.com/LRCParaprofessional-Training.html	These modules were developed so that persons possessing knowledge and experience with the included topics could conduct quality staff development for paraprofessionals with a minimum amount of planning time.
members.aol.com/CurrSol/Paras4.html	Four (4) workbook course by Curriculum Solutions, Inc. to accelerate the new paraprofessionals learning. The cost is \$47.50.
Specialty Areas:	
Assistive Technology RIATT@NASDSE	RIATT@NASDSE offers a competency certificate for paraprofessionals in the area of assistive technology.
ESL/bilingual Carole Hunt Northwest Regional Educational Laboratory 101 SW Main, Suite 500 Portland, OR 97204 (503) 275-9482 huntc@nwrel.org	Workshops tailored to a school district's needs are provided to strengthen on-the-job performance of paraprofessional working ESL/bilingual classrooms or in classrooms that have second language students. The workshops provide interactive activities. There is no charge for these workshops.

RESOURCE	NOTES
<p>Communication</p> <p>Mary Ann Parlin SKI-HI Institute Utah State University 6500 Old Main Hill Logan, UT 84322-6500</p>	<p>This program offers 24 practical, self-instructional training modules on tape with an accompanying workbook. The title of the series is, "Communication Training for Paraprofessionals Interacting with Children with Disabilities".</p>
<p>Intensive Behavioral Interventionist</p> <p>Laura Sandidge University Affiliated Programs Project Coordinator 1023 E. Lincoln Nampa, ID 83686 (208) 467-7524 laura@micron.net</p>	<p>The University Affiliated Programs developed this course. It addresses the certification requirements for those interested in providing Intensive Behavioral Intervention (IBI) services. IBI is a new service option offered by Medicaid.</p>
<p>Inclusive Classrooms</p> <p>Laura Sandidge University Affiliated Programs Project Coordinator 1023 E. Lincoln Nampa, ID 83686 (208) 467-7524 laura@micron.net</p>	<p>Inclusive Classrooms – Strategies for Educators, which is sponsored by the DD Council, teaches hands-on inclusion techniques and strategies to paraprofessionals, teachers, parents and administrators in order to increase the skills of students with disabilities in the general education classroom by improving their abilities in the areas of Behavior Management, Assistive Technology, Curriculum Adaptations and Positive Behavior Supports. This is a two-day class offered for optional credit.</p>
<p>Websites:</p>	
<p>http://medianet.aea6.k12.ia.us/cat/www784.htx</p>	<p>This website offers a variety of training options, subjects, and materials for paraprofessionals.</p>
<p>www.usc.edu/dept/education/CMMR/Clearinghouse.html</p>	<p>National clearinghouse for Paraprofessional Resources.</p>
<p>http://web.gc.cuny.edu/dept/case/nrcp/</p>	<p>A bibliography of articles can be found at this Website.</p>
<p>www.bates.ctc.edu/instruction/paraprofessional/para00.htm</p>	<p>Video-based courses for paraprofessionals.</p>